ASSESSMENT OF THE ROLE PERFORMANCE OF SECONDARY SCHOOL PRINCIPALS IN BENIN METROPOLIS, EDO STATE, NIGERIA

BY

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ZARIA, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING,

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

NOVENBER, 2016

DECLARATION

I hereby declare that this Dissertation titled,'ASSESSMENT OF THE ROLE PERFORMANCE OF SECONDARY SCHOOL PRINCIPALS IN BENIN METROPOLIS', has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. B. A. Maina and Dr E. I. Makoju. All information derived from the literature was duly acknowledged in the text by way of references. This thesis has not been previously presented or submitted by anyone anywhere either in part or whole for a higher degree.

_____ _____

Cyril EhigborONI Date

Student

CERTIFICATION

This Dissertation entitled: 'ASSESSMENT OF THE ROLE PERFORMANCE OF SECONDARY SCHOOL PRINCIPALS IN BENIN METROPOLIS' by Cyril EhigborONImeets the regulations governing the award of the degree of Master's in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is hereby approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my Grand Mother, Mrs Grace .A. Okhilua, a retired teacher and a headmistress of repute, a true mother and an epitome of support. Mama, though the world may not understand, but I know God Almighty does. May God Almighty continue to bless you in Jesus Name.

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ABSTRACT

This study undertook an "Assessment of the Role performance of Secondary School Principals in Benin Metropolis". Eight objectives were set out to be achieved andeight research questions were formulated while eight null hypotheses were stated and tested.Descriptive survey research design was employed for this study. The population of interest for the study was 6668 consisting of principals, vice-principals and teachers. This population was drawn from secondary schools both public and private in the Benin metropolis comprising Oredo, Egor and Ikpoba Okha Local Government Areas. Data was collected from a sample population of 357 respondents using a well structured questionnaire titled “Questionnaire on Assessment of Role Performance of Principals in Secondary Schools (QARPSSP)”. The data was analyzed using One Way Analysis of Variance (ANOVA) to test the null hypotheses at 0.05 alpha level of significance. Out of the eight null hypotheses tested,six were accepted while two were rejected. Findings of this research study were that principals of secondary schools in Benin Metropolis were performing poorly in the area of communication and instructional supervision of the teachers in the teaching and learning process. But on a positive note, it was found out that they were doing well in interpersonal relationship, decision making, staff development, discipline,school-community relationships and facility management. This research concluded that the principals of secondary schools in Benin City Metropolis do not posses good communication ability and do not carry out proper classroom instructional supervision of teachers in the teaching and learning process. It was therefore recommended that state ministry of education is to liaise with school owners and other stakeholders to organize seminars and workshops on communication for principals to educate them on the need to disseminate information within and outside the school community alongside how and when to use circulars and bulletin boards. and also on modern techniques of managing and improving on their instructional supervisionabilities in the school system. It is suggested that further studies be carried out in rural areas of Edo state or by using other methods or instruments of research like structured observation and interview. Studies should be carried out on the age,sex, educational qualification of the principal and its impact on the role performance of principals in secondary schools not only in the three local government areas covered by this study but Edo state and Nigeria at large.

OPERATIONAL DEFINITION OF TERMS

Interpersonal Relationship: Inter-personal relationship is the manner in which the principal coexists with other members of the secondary school community. It is also the way he/she and other members of the school community have mutual respect, politely and respectfully address one another, attend to each other's challenges/problems and mutually respect one another's views and opinions among others. Inter-personal relationship also extends to how the principal encourage other members of the school community to interact harmoniously among themselves.

Decision Making. This is the process where the principals make extensive consultations and analyze data so as to use their outcome and result in finding the best fit solution among the other available solutions in solving administrative problems in secondary schools. These consultations may be with teachers, students, ministry of education officials, school community representatives or leaders, among others. Examples of data are students test scores, installation dates of facilities among others.

Communication. This involves the use of bulletin boards, circulars, information and communication (ICT) among others in passing information timely and regularly to members of the school community, host community, ministry of education officials, parents among others to enable free flow of information and for the avoidance of misinformation and conflicts.

Instructional Supervision. Instructional supervision is the process where the principals visit classrooms to know the current state of teaching and learning, detecting where there are issues and guiding the teacher by educating them on new and improved methods of

teaching to ensure learning takes place. Issues may come from lesson preparations, classroom management, absenteeism, failure to adhere to curriculum content among others.

Staff Development. This is the training encouraged or organized by the principal and administered to members of staff aside from their pre-service training which will avail them the opportunity to be continually abreast with modern and improved ways of doing their duties. This training can be organized as seminars, symposium, workshop, peer mentoring among others.

Maintenance of Discipline. This is when the principals ensure that all manner of misconduct by students and staff are handled appropriately in a timely manner with the intention of ensuring that the school climate is conducive for teaching and learning to take place.

School-Community Relationship. School community relationship is the continuous involvement of the host community in many activities of the school thereby building a cordial, warm and friendly interaction between the school and the host community by the principal.

Maintenance of Facilities. Maintenance of facilities in schools is the proper usage, timely and regular inspection, repair and upgrade of facilities to ensure they are closest of their initial installation state to enable their continual usage in the teaching and learning process.

Role Performance: This is the extent at which a secondary school principal is carrying out his assigned roles and responsibility.

Secondary School: This is the level of education immediately after the foundational primary education and before the tertiary education levels. It is split into junior and senior secondary stage with three (3) years duration each culminating into a six (6) years educational levels.

Principals: The principal is that individual male or female in charge of managing and administering a secondary school. In the secondary school, he is to perform roles of ensuring good interpersonal relationships, make proper decision, ensure good communication and carry out proper instructional supervision. Other roles he is to perform are promoting staff development, maintaining discipline, ensuring good school-community relationships and maintenance of facilities.

Opinion of Principals: This is the personal perception or view of the secondary school principals' assessment of his/her role performance in the area of interpersonal relationships, decision making process, communication, instructional supervision, staff development maintenance of discipline, school-community relationships and maintenance of facilities.

Opinion of Vice-principals: This is the personal perception or view of the Vice-principals of secondary school in their assessment of principals' role performance in the area of interpersonal relationships, decision making process, communication, instructional supervision, staff development maintenance of discipline, school-community relationships and maintenance of facilities.

Opinion of Teachers: This is the personal perception or view of secondary school teachers in their assessment of principals' role performance in the area of interpersonal

relationships, decision making process, communication, instructional supervision, staff development maintenance of discipline, school-community relationships and maintenance of facilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a very important instrument of national development for any society. Education is a vehicle for economic, social-cultural and political development of nations and individuals (Obayan, 2006). According to Fafunwa (1974) "Education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives; that is to say, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both. All educational systems, whether Traditional or Western-oriented, seek to achieve these goals irrespective of the curriculum, methods and organisation designed for the purpose". From this definition, education can be said to be a means by which every society pass down societal traditions, cultural heritage, knowledge, norms, values and ways of life from generation to generation.

In Nigeria and indeed most developing African countries, education has metamorphosed from the Traditional (Informal) system of education to a Western (Formal) system of education. The Western system of education as it is in practice today is broken down into three different levels namely: primary, secondary and tertiary levels of education. Schools at any of the three aforementioned levels are either publicly or privately owned as government and private individuals are actively participating in investment and management of schools in the Nigerian educational system.

According to the national policy on education (2004) the national (Formal) educational goals of the Nigerian educational system are, "the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in the understanding of the world around and the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society". The achievement of these set goals of education lies in the proper formulation, implementation and monitoring of detailed curriculum at all levels of education in the educational system.

Every school whether government or private owned is directly under the management and supervision of the school heads whose roles among others are to implement the curriculum to the letter. School Head determines the direction of the school and how much teaching and learning takes place.His insight, skills, managerial abilities, experience and character determines to a large extent the standards of achievement of both teacher and students in the school. The school headsthat are at the helms of affairs are to report to the owners of the school whether government or private individuals through laid down procedures.

At the primary school level, head teachers are popularly referred to as headmaster or headmistress depending on sex, but the head teacher at the secondary school level is called principal irrespective of sex. At the tertiary level, universities, polytechnics, colleges of education etc the heads of the schools are referred to as Vice Chancellors, Provosts and Rectors as the case may be. These school heads at all levels of education are

either employed or appointed by the owners or proprietors of the school to manage the affairs of the schools towards achieving set educational goals and objectives.

In their bid to achieving educational goals and objectives, school heads are given specific roles to perform. Some of these roles according to a vast array of literature and a questionnaire on the role performance of principals in secondary schools by Maina (2014) are "building interpersonal relationship,decision making, ensuring propercommunication,instructional supervision,staff development, maintenance of discipline, building school and host community relationship and maintenance of school facilities". For the school principals to succeed in these roles, they must as pointed out by Marlow and Minehira (20l1), possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals.

The essence of focusing the attention of this work at the secondary school level of education is that there is a growing society outcry and complaints that the administrative effectiveness of the principals is dwindling.This position need to be proven beyond mere public speculations through thorough empirical studies. According to Ekundayo (2010) It must be stressed that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives. Another major reason for the focus of this study is that at this stage of the student's life which is always at the teenage and puberty age, he or she is experiencing puberty attendant issues especially those that have to do with discipline. Enforcing discipline in schools and building the individual's character are part of the roles and responsibility of the school heads. A final reason for this focus is that this level of education in Nigeria as stated in the National policy of Education (2004) is aimed

at preparing the individual for higher education and for useful living within the society. But contrary wise, Omoregie (2005) lamented that the products of today's secondary system can neither usefully live in the society nor move into higher institution without their parents' aid or forgery.

Due largely to the foregoing, it isnecessary to find out if the principals who are in charge of secondary school administration are actually performing their various roles. Even when they are performing their roles, it is also important to know how well they are performing hence this study.This study is about assessing the role performance of principals in secondary schools in Benin Metropolis. It will assess the secondary school principals' role performance in the area of interpersonal relationship in schools, school community relationship, communication, discipline, staff development, facility management, instructional supervision and decision making.The outcome of this assessment in this study will be usefulto all stakeholders in the education system. It will reveal the areas where the principals of secondary schools are lagging behind or doing well in their role performance. The recommendations to be made in this study will help all stakeholders to know how to assist the principals in carrying out and improving in their role performance.

1.2 Statement of the Problem

Report of academic performance of students in the Senior School Certificate Examination (SSCE) conducted by the West African Council (WAEC) and the National Examination Council (NECO) were poor in Nigeria between 2007 and 2010. The percentage of students who obtained credit level passes in five subjects and above including English language and Mathematics was about 25% in Nigeria. In 2011,

only30.9% of the 1,540,250 candidates obtained credit level passes in five subjects including English and Mathematics while in the 2011 June/July NECO SSCE only 22.34% of the 1,160,561 candidates obtained credit level passes and above in English Language and 25.14% in Mathematics in the 36 states of the Federation and the Federal Capital Territory (Owadie, 2011).

From the recent WASSCE result stated above, it is deducible that education at the secondary school level in Nigeria is in serious crisis. A situation where less than half of those who sat for the examination had five credit including mathematics and English language which is the pass requirement while the remaining failed in the examination. The following questions therefore beg to be answered; Is teaching and learning actually taking place in our secondary schools? Are teachers actually carrying out their assigned task of impacting knowledge? Are the needed equipment's and facilities for effective teaching and learning available and what is their current state? Looking critically at the foregoing questions, the school head immediately comes to mind as most of these questions fall under the roles and responsibilities of secondary school principals.

In the case of secondary schools in Nigeria and the Benin Metropolisin particular, the questions that come to mind are: what are the secondary schools head doing to ensure that proper teaching and learning takes place in secondary schools? Are the secondary school principals actually living up to expectations in their responsibility as school heads? Do they actually carry out proper supervision of teachers in the curriculum implementation process? The best way of giving answers to these questions is to carry out an empirical investigation of how well the secondary school principals in Nigeria have been able to meet their roles and responsibilities as school heads. This study is about

assessing the role performance of principals in secondary schools in the Benin Metropolis. It is going to assess the secondary school principals in the area of interpersonal relationships in schools, school community relationships, communication, discipline, staff development, facility management, instructional supervision and decision making. This study is necessary so that the areas where the principals of secondary schools are lacking behind in their role performance can be exposed to give room for recommendation for improvement to be made. Recommendations can also be made in areas where it is found that they are doing well, so as to help them improve on existing level of achievements.

1.3 Objectives of the Study

The study was set out to achieve the following objectives:

1. Determine the role performance of principals in interpersonal relationships amongst teaching and non-teaching staff as well as students in secondary schools in Benin Metropolis.
2. Examine the role performance of principals in decision making process in secondary schools in Benin Metropolis.
3. Ascertain the role performance of principals in communication in secondary schools in Benin Metropolis.
4. Determine the role performance of principals in instructional supervision in secondary schools in Benin Metropolis.
5. Find outthe role performance of principals in staff development in secondary schools in Benin Metropolis.

6. Ascertain the role performance of principals in maintenance of discipline in secondary schools in Benin Metropolis.

7. Assess the role performance of principals in school-community relationships in secondary schools in Benin Metropolis.

8. Examine the principals role performance in maintenance of facilities in secondary schools in Benin Metropolis.

1.4 Research Questions

The following research questions were formulated for this study;

1. What is the impact of the role performance of principals in interpersonal relationships amongst teaching and non-teaching staff as well as students in secondary schools in Benin Metropolis?

2. What is the impact of the role performance of principals in decision making process insecondary schoolsin Benin Metropolis?

3. What is the impact of the role performance of principals incommunication in secondary schools in Benin Metropolis?

4. What is the impact of the role performance of principals ininstructional supervision in secondary schools in Benin Metropolis?

5. What is the impact of the role performance of principals instaff development in secondary schools in Benin Metropolis?

6. What is the impact of the role performance of principals in maintenance of discipline in secondary schools in Benin Metropolis?

7. What is the impact of the role performance of principals inschool-community relationshipsin secondary schools in Benin Metropolis?

8. What is the impact of the role performance of principals in maintenance of facilitiesin secondary schools in Benin Metropolis?

1.5 Research Hypotheses

The following hypothesis were made for this study,

1. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals ininterpersonal relationships amongst teaching and non-teaching staff as well as students in secondary schools in Benin Metropolis.
2. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in decision makingin secondary schools in Benin Metropolis.
3. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principalsincommunication in secondary schools in Benin Metropolis.
4. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in instructional supervisionin secondary schools in Benin Metropolis.
5. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals instaff development in secondary schools in Benin Metropolis.
6. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principalsin maintenance of discipline in secondary schools in Benin Metropolis.

7. There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals inschool-community relationships in secondary schools in Benin Metropolis.

8. There is no significant difference in the opinion of principals, vice-principals and teachers onthe role performance of principalsin the maintenance of facilities in secondary schools in Benin Metropolis.

1.6 Basic Assumptions

The following assumptions will be made for this work:

1. It is assumed that there is good interpersonal relationship between the principals and other stakeholders in secondary schools in Benin Metropolis.

2. It is assumed that the principals involves teachers, parents, community and other relevant stakeholders in the decision making process in secondary schools in Benin Metropolis.

3. It is also assumed in this study that the secondary school principals posses good communication ability in secondary schools in Benin Metropolis.

4. Another assumption of this study is that the school principals carry out proper classroom instructional supervision of the teachers in the teaching and learning process in secondary schools in Benin Metropolis.

5. It is assumed that the principals do all that is needed in staff development to enable teachers develop themselves professionally in secondary schools in Benin Metropolis.

6. In this Study, it is also assumed that the principals are well disciplined and also instill same on staff and students in secondary schools in Benin Metropolis.

7. It is assumed that the principals are doing well in the area of school-community relationships in secondary schools in Benin Metropolis.

8. It is assumed that the principals are doing well in the area of facility management in secondary schools in Benin Metropolis.

1.7 Significance of the Study

The result, findings and recommendations of this study will be relevant to school principals, Parents and guardians of students, other researchers, school inspectors of the Ministry of Education and other officials of the ministry. Principals of secondary school will be able to access an unbiased feedback on the areas where they are performing and where there is need for improvements. Parents/guardians of students will be able to have an unbiased evaluation of the role performance of secondary school principals and make their own value judgments. This work will also help Parents/guardians know where they need to come in and assist the secondary school principals.

Other researchers will have the result of this work as alternative source of information and the findings of this work will be useful to other researchers for further studies. School inspectors of the Ministry of Education and other officials of the ministry will use the result of this study, to know the extent to which the principals of secondary schools in Benin metropolis are performing their roles. This will guide them to know where precisely there is need for improvements and help them to recommend ways of improvements to both the principals and the ministry.

1.8 Scope of the Study

This study was set out to ascertain the role performance of secondary school principals in Nigeria.The researcher focused his attention on Edo State and precisely the

senior secondary schools in BeninMetropolis as a case study. The study assessed the role performance of secondary school principals within the Benin Metropolis using the secondary school teachers, vice-principals and the principals themselves as respondent.The nature of this study is a descriptive survey research. The variables of this study are interpersonal relationship, decision making, communication, instructional supervision, staff development, maintenance of discipline, school community relationship and maintenance of school facilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this research study is to make an empirical evaluation of the role performance of principals in Edo State taking the Benin City Metropolis as a case study. This chapter takes a look at existing literature relevant to this study. This review of related literature was carried out under the following sub headings;

- Conceptual Framework;
- Theoretical Framework;
- Role Performance of Pincipals inInterpersonal Relationships;
- Role Performance of Principals in Decision Making;
- Role Performance of Principals in Communication;
- Role Performance of Principals in Instructional Supervision;
- Role Performance of Principals in Staff Development;
- Role Performance of Principals in Maintenance of Discipline;
- Role Performance of Principals in School-Community Relationship;
- Role Performance of Principals in Maintenance of Facilities;
- Empirical Studies; and
- Summary.

2.2 Conceptual Framework

In the conceptual framework of this study, the concept of principalship, role performance and its assessment will be briefly explained. Finally, the system of

secondary schools education especially in the case of Nigeria which is the focus of this study will be briefly explained.

2.2.1 Interpersonal Relationship

Good Interpersonal relationship is a very important ingredient in building a favourable school climate for teaching and learning to take place. It comes in different forms and according to NOUN (2016) there are three major types of interpersonal relationship they are;

1. Non-verbal Interpersonal Relationship: This involves communication that is void of words; such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Effective communicators send, receive and interpreted non-verbal messages, the same way, they would oral or written communication.

2. Written Interpersonal Relationship: Human interpersonal relationship, especially, in an organizational setting, refers to those messages that are transmitted via writing. Advantages of written communication, E-mail, for instance, is less expensive than long distance phone calls and certainly less than travel expenses, especially when a message needs to be conveyed to a large number of people. It enables efficiency and accuracy. Written communication also allows for reflection.

3. Oral communication: A manager would use oral communication for a variety of things, such as meetings, interviews, performance reviews, presentations trainings, soliciting and providing feedback to subordinates or when communicating progress to upper management.

For the principals to succeed in achieving the above mentioned types of interpersonal relationships, they need to posses interpersonal skills. These skills as

Rungapadiachy; Hargie & Dickson; Hargie; and Hayes in Elston(2010)put it that a number of core areas in which competency is essential for effective interpersonal interactionsinclude the following:

1. Self-awareness: Self-awareness is considered to be a pre-requisite for the type of "other-awareness" or empathy assumed to underlie effective communication.

2. Effective listening: The ability to listen effectively is a core skill in a range of interpersonal situations.

3. Questioning: The ability to use questions that maximize the amount of relevant (relative to irrelevant) information that is gathered in an exchange, serves to enhance the communicative efficiency of the interaction.

4. Oral communication: Some of the processes involved in effective oral presentations are explored in section.

5. Helping or facilitating:Being effective at helping others is considered an important aspect of interpersonal competence. Ideas about helping behaviour from Humanistic psychology have also had an important influence in terms of generating research and developments in the area of interpersonal skills teaching.

6. Reflecting: Another skill that is closely related to the psychological sciences or counseling more specifically is the ability to reflect or present reflections. Presenting reflections during interactions can serve a similar information gathering function to that seen in questioning.

7. Assertiveness: Being assertive is an important interpersonal skill for interactions in all domains. Asserting oneself can serve many different communicative functions

including allowing the expression of views clearly and openly and the avoidance of negative conflicts.

8. Non-verbal communications: A number of communicative activities also involve non-verbal behaviour and an ability to detect and portray messages through this medium is also seen as a central interpersonal skill.

2.2.2 Decision Making

Decision making put simply, is the art of selecting a best fit solution from numerous available solutions before applying such solution to solving problems. In the process of making and before arriving at a final decision, certain steps has to be followed to ensure that the decision taken or reached is best fit for the problem at hand. These steps according to the classical model in Hoy & Miskel (1987) are a problem is identified,goals and objectives are established,all the possible alternatives are generated,the consequences of each alternative are considered, all the alternatives are evaluated in terms of the goals and objectives, the best alternative is selected—that is, the one that maximizes the goals and objectives and finally, the decision is implemented and evaluated. Hoy & Miskel (1987) went on to explain this further using the decision making cycle are as follows;

1. Step 1. Recognize and Define the Problem or Issue: The recognition of a difficulty or disharmony in the system is the first step in the decision-making process. Effective administrators are sensitive to organizational actions and attitudes that do not measure up to the prescribed standards.

2. Step 2. Analyze the Difficulties in the Existing Situation This stage of the decision-making process is directly related to the first stage; in fact, some writers prefer to combine definition and analysis. However, analysis calls for the classification of the

problem. Is the problem unique? Or is it a new manifestation of a typical difficulty for which a pattern of action has already been developed?

3. Step 3. Establish Criteria for a Satisfactory Solution After the problem has been analyzed and specified, the decision maker must decide what constitutes an acceptable solution. What are the minimum objectives that are to be achieved? What are the musts compared to the wants? It is not unusual for the perfect solution in terms of outcomes to be unfeasible. What is good enough?

4. Step 4. Develop a Plan or Strategy of Action This is the central step in the process. After recognizing the problem, collecting data, and specifying the problem and its boundary conditions, decision makers develop a systematic and reflective plan of action. The process involves at least the following steps; specify alternatives, predict the consequences of each alternative, deliberate and select a plan of action.

5. Step 5. Initiate the Plan of Action Once the decision has been made and a plan of action formulated, the decision needs to be implemented—the final element in the decision-making cycle.

It is the role of the principals to follow the above steps to ensure that proper and best fit decisions are taken in secondary schools. This role put more specifically ranges from the responsibility of gathering and analyzing data and thereafter using the result of the analysis in making proper efficient and effective decisions. He is to know when and how to involve other stakeholders like the governing boards, the community, parents, teachers, students and other non teaching staffs in the decision making process. But the big question according to Hoy & Miskel (1987) is when should others be involved in decision making and how? They went on to advice administrators to identify those

situations by asking the following questions;Do the subordinates have a personal stake in the outcome? Can subordinates contribute expertise to the solution? If the answer to both these questions is yes, then can subordinates be trusted to make a decision in the best interests of the organization? These questions if properly answered they say will guide the principals to avoid the problem with uniformity that can produce a like-mindedness that is uncritical.

Some clear cut ways of involving other stakeholders in the decision making process is as Hoy and Tarter in Hoy & Miskel (1987) suggest five decision-making structures:

1. Group consensus: The administrator involves participants in the decision making, then the group decides. All group members share equally as they generate and evaluate a decision, but total consensus is required before a decision can be made.
2. Group majority: The administrator involves participants in the decision making, then the group decides by majority rule.
3. Group advisory: The administrator solicits the opinions of the entire group, discusses the implications of group suggestions, then makes a decision that may or may not reflect subordinates' desires.
4. Individual advisory: The administrator consults with subordinates individually who have expertise to inform the decision, then makes a decision that may or may not reflect their opinions.
5. Unilateral decision: The administrator makes the decision without consulting or involving subordinates in the decision.

All decision made or taken are to be properly implemented this is as Druckerin Harvey (2007) opined that ‘Unless a decision has ‘degenerated into work’, it is not a decision. It is at best a good intention’.

2.2.3 Communication

Communication as expressed by experts is the life blood of any organization or society. Habaci, (2013) highlightedfive components in the process of communication as follows;

1. Source: The source is considered as the basis of communication. The source is the starting point, a source that explains the message&thoughts, ideas, and messages to convey properly and effectively has reliability, moral values, skills in emphasis, and education.

2. Message: The message is considered to be all meaningful units that pass between source and receiver. Each message has a meaning, which the source seeks to share.

3. Channel: This refers to the methods and techniques which bear the message to the receiver in accordance with the objectives of the source in the process of communication. The channel can sometimes be a person who starts the communication with gestures, mimicking, vocalisations, facial expressions, or words. It could also be a book, a scenario, the Internet, or currently the most-used mass medium.

4. Receiver: The receiver is a person or group who analyses the messages coming from source, in accordance with some specific biological and psycho-social process, and who responds to these messages orally or non-orally. As interpersonal communication is mutual, the receiver replaces the source in the process of feedback.

5. Feedback:This is defined as the perception and response of the receiver in relation to the message sent by the source. After the receiver accepts a message from the source and analyses it, he or she gives feedback. The extent to which the transmitted message is understood or not is demonstrated in the feedback.

Hunt (2015) pointed out that good information and effective communications might help:

1. Enable communities and civil society to engage with educational issues at the school level, raise issues with educational providers and promote accountability of provision and promote public engagement with educational reform programmes.
2. Increase public awareness of educational rights and make the uptake of educational services more likely, both for children and adults.
3. Provide evidence to support decision-making processes.
4. Improve the quality of policy formulation.
5. Build shared understandings which may lead to social change.
6. Improve educational service delivery and policy implementation.
7. Involve the voices of the marginalized groups, to make educational provision relevant to their needs.
8. Empower people to make decisions and develop ownership of educational processes.
9. Improve the quality of learning and educational outcomes

Every school head must possess good communication ability to help in achieving set educational goals and objectives. In line with this, Habaci, (2013) listed somequalities connected to communication proficiency such as;planning communication well, timing

the transmitting of information appropriately, initiating communication with self-confidence, communicating without prejudice, taking precautions for people having prejudices andselecting appropriate messages according to needs and interests of employees. Others are being able to provide exact information for employees, ability to communicate without any discrimination,ability to use varied communication networks among others.

In the area of communication, the principal is to promote effective communication and interpersonal relations among all stakeholders. This is among staffs and students within the school and also between the school and others like parents, community etc. These he is to achieve by ensuring that information required by members of the school internal or external community are disseminated. The dissemination of information need to be done timely and regularly to avoid creating any vacuum that may breed rumours and thereafter conflicts. This is mainly because the responsibility of creating an environment of trust and collaboration is his responsibility.

2.2.4 Instructional Supervision

Principals or supervisors are not expected to compel teachers to comply to school standards but they are to motivate them in carrying out their assigned duties. Kutsyuruba (2003) highlighted the domains of supervision as community relations, staff development, planning and change communication, curriculum instructional program, service to teachers, observation and conferencing, problem solving and decision making, research and program evaluation, motivating and organizing and personal development.

The basic principles of educational supervision, according to the (MoE) in Berhane (2014) are;

1. Supervision is cooperative: To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

2. Supervision is creative Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

3. Supervision should be democratic Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

4. Supervision is attitudinal To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

5. Supervision is evaluative and planned activity Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

According to Dull as sited in Oyewole & Ehinola (2014), the modern concept of instructional supervision therefore, expects the principal to play the following roles: (i) Visit classroom regularly to observe teachers. (ii) Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning. (iii) Teach demonstration lessons. (iv) Organize induction courses for newly posted and recruited teachers. (v) Ensure that instructional goals are achieved. (vi) Ensure

that instructional materials are available. (vii) Help teachers with classroom management. (viii) Inculcate in students the idea that they have understanding potential for achievement. (ix) Evaluate teachers' effort in relation to the schools pre-determined objectives. (x) Motivate and lead teacher into professional maturity

In carrying out the above mentioned tasks and according to Berhane (2014) the important skills that the educational supervisors should posses are:

1. Human Relation/Interpersonal Skills: these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to –day relationship with teachers. Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program.

2. Conceptual Skills: A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations.

3. Technical Skills: This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the

teaching-learning process. The technical skills needed assessing and planning skills, observing skills,research and evaluation skills.

Irrespective of the skills possessed by the supervisor, some factors according to Berhane (2014) which tend to militate against effective supervision of instruction in schools. They are as follows.

1. Teachers Perception of Instructional Supervision: Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

2. Lacks of Adequate Training and Support: Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job.

3. Teacher-Supervisory Relationship: It is believed that the beginning teachers are to be closely supervised and helped by senior teachers.

Also in his line of duty, the school principal ensures that the school curriculum is effectively implemented by the teachers. He does this by providing the needed instructional materials and making himself available to supervise the instructional process. He makes routine checks of teacher's subject diaries and lesson notes. He also observes the teachers during classroom instruction. This he does in a view of helping the teachers in pointing out areas of weakness and strength and ultimately helping in strengthening weakness. The principal also and always carry out a follow up on student's progress to ensure learning is taking place. He does this by routinely checking notes, gathering and analyzing test score to observe changes.

2.2.5 Staff Development

The principal is to ensure that his members of staff especially his teachers are at breast with modern methods of carrying out their assigned tasks. Here he is to find out areas where they are lagging behind and use such for the provision of in-service training for them. This in-service training comes in the form of training seminars, workshop, staff development groups and even conventional out of workplace academic training. This helps in ensuring professionalism and effective and efficient service delivery on the part of all members of staff in the school. Raising the knowledge base of staffs is very important as this will help them contribute positively in their assigned duties and responsibilities. Professional development is the process of improving staff skills and competencies needed to produce outstanding educational results for students (Hassel1999).Staff development involves training, workshops, seminars, courses, group presentations, study groups and professional networks. Others are reflective teaching, instructional consultation and peer mentoring amongst others. Butler (1992) cited Sparks and Loucks-Horsley, in their extensive review of the research that suggest that five types of staff development models are used for teachers, they are:

1. Individually Guided Staff Development: Individuals identify, plan and pursue activities they believe will support their own learning.
2. Observation/Assessment. Teachers are observed directly and given objective data and feedback about their classroom performance.
3. Involvement in a Development/Improvement Process: Teachers develop curriculum, design programs, or become involved in school improvement processes to solve general or specific problems.

4. Training: Teachers engage in individual or group instruction in which they acquire knowledge or skills.

5. Inquiry: Teachers identify and collect data in an area of interest, analyze and interpret the data, and apply their findings to their own practice.

The need for staff development cannot be over-emphasized. Synder and Sanders cited in Eze (2009) outlined several objectives of staff development programmes as follows:

1. To provide greater organizational effectiveness through increased individual competency.

2. To develop a staff whose skills and knowledge keep pace with and/or anticipate user needs and promote greater user satisfaction.

3. To aid the library staff in upgrading or securing skills required to perform present job responsibilities and to prepare for possible promotion to higher level positions.

4. To encourage the provision of a favourable environment for self motivation toward continuing education.

5. To support and guide the efforts of the individual pursuing an organized programme of continuing education/self development.

6. To encourage supervisors to counsel their staff concerning establishment of goals and systematic participation in continuing education/self-development.

7. To encourage the investigation of means by which library introductory orientation and on-the-job training might be improved.

Many literature showed other purpose of staff development to promote the skills in the, enhance staff productivity, develop staff academically and create job interest. In addition

to the above and in the case of teachers, Harwell (2001) posited that teachers professional development should;

1. Deepen teachers' knowledge of the subjects being taught.
2. Sharpen teaching skills in the classroom.
3. Keep up with developments in the individual fields, and in education generally.
4. Generate and contribute new knowledge to the profession.
5. Increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

Staff development in organizations is not devoid of certain challenges. Varlejs cited in Eze (2009) listed the barriers to staff development to include:

1. Insufficient administrative commitment.
2. Financial policy and organizational constraint.
3. Conflict between institutional and individual benefits.
4. Inadequate training of trainers.
5. Unrealistic expectations in relation to quality and quantity of staff development efforts and Lack of opportunity to apply new learning on the job.

Ensuring that school staff are continuously developed professionally brings about improvements in achieving set educational and objectives, improves teaching and learning outcomes and makes the principals work much easier.

2.2.6 Maintenance of Discipline

The school environment is a social system laden with individuals from different social, religious and cultural backgrounds. It is the responsibility of the school principal to ensure that a uniform acceptable standard of behavior is adopted and implemented

according to laid down rules. This is to ensure that all members of the school community are self-disciplined according to acceptable standards.The American Heritage Dictionary of the English Language in Cotton (1990) defined discipline as the training that is expected to produce a specified character or pattern of behavior or controlled behavior resulting from such training. It also referred to discipline as punishment intended to correct or train. These definitions according to Cotton (1990) are both in prevention and remediation of discipline. It is a well known fact that effective discipline provides a favourable environment for teaching and learning. The principals of schools can achieve effective discipline by ensuring that truancy, lateness, violent behaviours, sexual harassment and other unacceptable behaviours are visited with appropriate punishments.

When the issue of discipline and school climate is raised, attention is likely to be geared at students' disruptive behavior without taking a look at those exhibited by teachers. But Oghuvbu 2001 highlighted the causes of indiscipline, unprofessional and destructive behaviour of teachers as a result of the following:

1. Poor Professional Training:
2. Poor Condition of Service:
3. Teacher Relationship with Schoolhead and Social Status:
4. Poor Management of Disciplinary Cases of Teachers by Schoolhead and Ministry of Education Officials:
5. Poor Home Background:
6. Lack of Professional Co-operation among Teachers:
7. Inadequate Supervision by Ministry of Education Personnel:
8. Lack of Infrastructure and Teaching Aids:

9. Improper Placement of Teachers:

10. Societal Factors:

11. Irregularity in the Promotion and Payment of Salaries of Teachers:

The impacts of teacher's indiscipline on school administration are summarized by Oghuvbu 2001 as follows;

1. A fall in academic standard.

2. Decrease in teacher's job performance.

3. Increase in dropout rate.

4. Increase in examination malpractice.

5. A fall in moral standard.

6. Lack of respect for elders.

The principal's ability to prevent indiscipline and enforce discipline helps in creating a safe, peaceful and conducive environment for teaching and learning.The following components of preventive discipline were identified by Duke; Lasley and Wayson; Short; Smedley and Willower; Stallings and Mohlman; Wayson, et al.; and Wayson and Lasley and summarized in Cotton (1990):

1. Commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning.

2. Warm school climate.

3. A visible, supportive principal.

4. Delegation of discipline authority to teachers.

5. Close ties with communities.

Cotton (1990) alsosummarized the findings of many authors on specific behaviors effective managers engaged in to keep students focused on learning and to reduce the likelihood of classroom disruption as follows.

1. Holding and communicating high expectations for student learning and behavior.
2. Establishing and clearly teaching classroom rules and procedures.
3. Specifying consequences and their relation to student behavior.
4. Enforcing classroom rules promptly, consistently, and equitably.
5. Sharing with students the responsibility for classroom management.
6. Maintaining a brisk pace for instruction and making smooth transitions between activities.
7. Monitoring classroom activities and providing feedback and reinforcement.

2.2.7 School-Community Relationship

The school must maintain a working relationship with its host community aand vice versa. Bakwai in Umar & Abdullahi (2014) was of the view that school community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Umar & Abdullahi (2014) went on to opine that school community relationship is a kind of relationship in which both the school and the community contribute directly to the strengthening and development of each other, can provide a firm foundation for both educational renewal and community regeneration

Mahuta, (2007) in Umar & Abdullahi (2014) was of the opinion that the school community relationship has long been recognized as a strong tie for the smooth running

of the school in the community. He also identifies the role of the school as a community center:

1. The school is a community learning center, a place that serves as a custodian of the traditional values of the community.

2. The school should endeavour to establish social organizations and allow members of the community to actively participate in improving and sponsoring the organizations in the school.

3. The school should allow for existence of social clubs that are attractive and creative to the students, parents and community members.

4. The school remains a place where the members of the community consult for issues and problems to be solved or addressed.

Epstein in Davis (2000) developed six major types of partnerships between schools, families, and communities they are:

1. Parenting: Helping families establish home environments to support children as learners.

2. Communications: The use of effective forms for school-to-home- and hometo-school communications.

3. Volunteering: The recruitment and organization of the school's volunteer program.

4. Learning at Home: Helping families assist their children with homework and recognizing other learning at home opportunities.

5. Decision making: Including parents, students, and community members in the school decision making process.

6. Collaborating with the Community: The identification and integration of resources and services from the community.

Communities have been known to provide and maintain facilities and other needs of the school. To receive this from community the principal need to build an excellent working relationship with the immediate community and other community associations. Old Boys Associations, corporate organizations, Parents Teachers Associations need to be encouraged to take up active role in school growth and development. The principal also need to build a long lasting relationship between the school and the home of his students. By doing this, the principal is able to encourage parents to be involved in their children's education. He educates the parents on the ways to encourage their children in their studies especially at home and during holidays.Davis (2000) also developed Strategies to Improve Community Collaborations which are as follows.

1. Convene at least three meetings a year: Invite all agencies and community partners who serve students or families within the school populations. Ask everyone to come prepared to talk briefly about who they serve, what is their mission, and with whom they are already partnering. Create a plan for working together, along with check-in points to assure progress is occurring.

2. Invite businesses to school events: Extend invitations to businesses for events such as performances and recognition celebrations. This gives businesses the opportunity to be a part of the school's life and promotes long-lasting partnerships.

3. Publicly acknowledge partnerships: Partnerships can be acknowledged through newsletters and signs at the school. The goal is to make partnerships more visible. Mention generosity frequently and prominently: When businesses agree to assist the

school by making donations, providing staff, or helping in other ways, be sure to acknowledge their contributions.

4. Get feedback and ideas to improve outreach to families: When community-based organizations meet to discuss programs and services they are providing to families, use the opportunity to discuss any ideas they may have about improving outreach to families.

Davis (2000) provided the issues and challenges of improving community collaborations as follows:

1. Improving communication within the community: Often community members are not aware of the positive things happening in a school, so schools will want to help community partners understand the value of school/community partnerships.

2. Matching community contributions with school goals: Clearly illustrating how communities can contribute to achieving school goals.

3. Integrating child and family services with education: Working closely with the agencies and service providers that deal with parents and families to assure equal opportunities for services and that information about community resources is provided in appropriate languages.

4. Establishing clear policies about the importance of confidentiality: It is important for all parties to have a clear understanding of the school policies concerning confidentiality.

5. Extending the use of school buildings: Providing neighborhoods with a place to hold activities, thereby elevating the status of schools within the community.

Davis (2000) outlined the benefits of improving community collaborations as:

1. Schools feel they are getting help from multiple sources: With the support of their communities, schools can accomplish their goals, which in turn, can result in more community support for increased school funding.

2. Communities can unite around the shared responsibility of educating youth, and schools are able to expand the number of positive role models: Community partners can offer varied mentoring experiences to students.

3. Community businesses can make people aware of their support for schools and families: Businesses can benefit from the positive public relations of working closely with schools.

2.2.8 Maintenance of Facilities

Talking about a safe and conducive environment, the principal's other roles well achieved will make no meaning if he does not maintain and make conducive the available classroom, tables, chairs, boards etc.Fasasi and Abdulkareem (2014) posited that Administrators and Inspectorshave an important role to play on provision and maintenance of facilities such as.

1. If they are charged with procurement, by any other stakeholders they should ensure that materials of good quality are purchased. It is part of their professional ethics that they should not divert money for procurement to another use.

2. Moreover, administrators and inspectors are to advise the Government and other stakeholders on the: type of facilities needed in schools. Thus, accurate information on the needs of the school should be given. The curriculum of the school could provide guidance on such needs.

3. Also, administrators and inspectors are responsible for safe keeping of the facilities. As much as possible, the facilities should be protected from fire, theft and any other form of disasters.

4. Another role of the administrators and inspectors is accurate record-keeping. All facilities in their custody should be on their records. Reference should be made regularly to the records for 'updating and confirmation of available facilities. They should guide against falsification of records.

5. Finally, administrators and inspectors must ensure that the facilities are handled by experts during usage, maintenance and improvement service. Training of these experts in relevant fields is also essential.

It is not all about provision but ensuring facilities are maintained and meet the required need it was met for. He is to monitor, keep track and keep records of available school facility. He is to ensure that routine repair work is carried out on facilities to avert a complete breakdown of the facility.Manfred (1999) put forward steps which are geared towards keeping school facilities in good and up-to-date condition include:

1. Have accurate information about the condition of the facilities and the scale of funds needed. Keep the condition of the building stock and resources under regular review.

2. Define priorities for expenditure (funding).

3. Ensure financing by convincing authorities (key people)

4. Establish resource and funding allocation mechanism.

5. Stick to planned maintenance schedules.

6. Act promptly to repair damage.

7. Give responsibility for the condition of the facilities to people who are close to the facilities concerned.

8. Involve the users in the management.

There are different ways of maintaining facilities in a school system. There are preventive, corrective, breakdown and shutdown maintenance services Adeboyeje, cited in Fasasi and Abdulkareem (2014).There are instances where there is the occurrence of unforeseen emergency breakdown of facilities. It is the responsibility of the principal to act fast in restoring or replacing such facilities to avert a disruption in academic process. Also in cases where the available facilities seem not to be able to meet the current educational needs the principal need to notice this in time and make appropriate upgrade to such outdated facilities. He is to make sure that the facilities of the school are not underutilized or over utilized but used appropriately to avoid unnecessary deterioration.

2.2.9 Concept of Principalship

The principal as the administrative head of the secondary school is in charge of the overall management of the entire school system. He is most times appointed by the owner of the school whether government or private individual. In his appointment, he is assisted in by two vice-principals (VPs) one in academics and the other in administration. These two vice-principals are popularly called VP Admin and VP Academics respectively.

The principal of secondary schools are the driving force behind the achievement of the school goals and objective. He is the administrative head, the manager, supervisor, as well as instructional leader, a curriculum innovator and a catalyst towards planned educational revolution (Thobega and Miller, 2002).

These roles are geared towards achieving excellent student learning outcomes which is the ultimate goal of the school and education. UNESCO, 2009 also outlined some of the roles of the principals as meeting parents, noting their opinions and involving them in the school; Motivating teachers and other staff involved in education and ensuring that they work together; Interpreting the supervisory authorities' policy and explaining it to all. It also went further to outline other roles as facilities management, financial management, human resources management, administrative management, management of teaching, functions as facilitator and school's external relations. Maina (2014) in a questionnaire on the role performance of secondary school principals stated "building interpersonal relationship, decision making, ensuring proper communication, instructional supervision, staff development, maintenance of discipline, building school and host community relationship and maintenance of school facilities" as the role of the secondary school principals. Khaki and Qutoshi 2014 posited that the head teacher of the school has to perform multiple and complex roles as a school manager, community mobilization, a liaison officer (developing linkages between school, community and institutions), resource mobilization (identifying and arranging teaching and learning resources at school) and instructional leader, a reporter to inform and motivate parent and sister institutions and communicate the information with relevant stakeholders and an honorary secretary to SMC etc.

The above stated roles are the summary of the tasks the principals has to get done on a daily basis. These roles as simple as they look or sound are daunting when it comes to day to day implementation. In the course of implementation, he is to mobilize the school resources, all members of staff, the governing board, parents and the community

towards the actualization of the school goals and objectives. He is the chief decision maker, communication and relationship developer, instructional supervisor, disciplinarian, facility manager, finance officer, chief security officer etc of the school.

These tasks put more specifically ranges from the responsibility of gathering and analyzing data and thereafter using the result of the analysis in making proper efficient and effective decisions. He is to know when and how to involve other stakeholders like the governing boards, the community, parents, teachers, students and other non teaching staffs in the decision making process. He is to ensure that the decision taken on a particular issue do not adversely affects other facet of the school system. The above are just a handful of his task in the area of decision making.

In the area of communication, the principal is to promote effective communication and interpersonal relations among all stakeholders. This is among staffs and students within the school and also between the school and others like parents, community etc. These he is to achieve by ensuring that information required by members of the school internal or external community are disseminated. The dissemination of information need to be done timely and regularly to avoid creating any vacuum that may breed rumours and thereafter conflicts. This is mainly because the responsibility of creating an environment of trust and collaboration is his responsibility.

The principal is to ensure that his members of staff especially his teachers are at breast with modern methods of carrying out their assigned tasks. Here he is to find out areas where they are lagging behind and use such for the provision of in-service training for them. This in-service training comes in the form of training seminars, workshop, staff development groups and even conventional out of workplace academic training. This

helps in ensuring professionalism and effective and efficient service delivery on the part of all members of staff in the school. Ensuring that teachers are continuously developed professionally brings about improvements in student learning outcomes and makes the principals work much easier.

Also in his line of duty, the school principal ensures that the school curriculum is effectively implemented by the teachers. He does this by providing the needed instructional materials and making himself available to supervise the instructional process. He makes routine checks of teacher's subject diaries and lesson notes. He also observes the teachers during classroom instruction. This he does in a view of helping the teachers in pointing out areas of weakness and strength and ultimately helping in strengthening weakness. The principal also and always carry out a follow up on student's progress to ensure learning is taking place. He does this by routinely checking notes, gathering and analyzing test score to observe changes.

The school environment is a social system laden with individuals from different social, religious and cultural backgrounds. It is the responsibility of the school principal to ensure that a uniform acceptable standard of behavior is adopted and implemented according to laid down rules. This is to ensure that all members of the school community are self-disciplined according to acceptable standards. It is a well know fact that effective discipline provides a favourable environment for teaching and learning. This he does by ensuring that truancy, lateness, violent behaviours, sexual harassment and other unacceptable behaviours are visited with appropriate punishments. The principal's ability to enforce discipline helps in creating a safe, peaceful and conducive environment for teaching and learning.

Talking about a safe and conducive environment, the principal's other roles well achieved will make no meaning if he does not maintain and make conducive the available classroom, tables, chairs, boards etc. He is to monitor, keep track and keep records of available school facility. He is to ensure that routine repair work is carried out on facilities to avert a complete breakdown of the facility. There are instances where there is the occurrence of unforeseen emergency breakdown of facilities. It is the responsibility of the principal to act fast in restoring or replacing such facilities to avert a disruption in academic process. Also in cases where the available facilities seem not to be able to meet the current educational needs the principal need to notice this in time and make appropriate upgrade to such outdated facilities. He is to make ensure that the facilities of the school are not underutilized or over utilized but used appropriately to avoid unnecessary deterioration.

Communities have been known to provide and maintain facilities and other needs of the school. To receive this from community the principal need to build an excellent working relationship with the immediate community and other community associations. Old Boys Associations, corporate organizations, Parents Teachers Associations need to be encouraged to take up active role in school growth and development. The principal also need to build a long lasting relationship between the school and the home of his students. By doing this, the principal is able to encourage parents to be involved in their children's education. He educates the parents on the ways to encourage their children in their studies especially at home and during holidays.

2.2.10 Role Performance and its Assessment

Role performance is the extent to which any employee or worker is able to carry out all his assigned task or roles effectively and efficiently to help in actualizing the goals of education. This is that individual's ability in the effective management of human, material, and financial resources available to him in achieving set goal and objectives. In this case of the principal, his roles performance ranges from his ability in decision-making, ensuring effective communication within and outside the school, instructional supervision, teaching and non-teaching staff development, maintenance of discipline, building school-community relationship, maintenance of facilities etc.

Grissom and Loeb in evaluating task efficacy, asked principals and assistant principals to evaluate principal effectiveness in such task areas as "planning professional development for teachers," "communicating with parents," and "managing school schedules." These data according to them will be used to create measures of; Principals' self-assessed effectiveness at job tasks, Assistant principals' assessment of their principal's effectiveness at job tasks, Teachers' satisfaction levels, Parents' assessment of the schools' effectiveness, Student achievement levels and gains over time and Characteristics of principals, assistant principals, teachers, and schools.

Constructive assessment has been observed to improve role performance and as Motawidlo and Borman (1977) as cited in Jurjen and Otto (2012) posited that there is a diverse business literature on performance evaluations. One strand in this literature examines what kind of evaluations supervisors give. They also pointed out that one well known undoing is that many supervisors tend to give (too) positive assessments. This phenomenon is known as the leniency bias. Another undoing is that some managers tend

to compress performance ratings. This is known as the centrality bias. Positive evaluations are generally found to motivate employees. Negative evaluations, on the other hand, sometimes improve performance and sometimes deteriorate it Jurjen and Otto (2012).

2.2.11 Secondary School Education

Secondary school also called post-primary education in Nigeria started as early as 1859. Fafunwa (1974) observed that the demand for post primary education by southern Nigerian found expression in the founding of the C.M.S. Grammar School, Lagos, in 1859. This according to him was founded by a Nigerian clergyman trained in Sierra Leone and England, the Revd T. B. Macaulay. This was the first contact of secondary school education in Nigeria. Secondary school since then has been expanding rapidly and according to Fafunwa (1974) between 1955 and 1965 there was expansion in the number of post-primary schools from 176 to 1,498. Teboho 2000 observed that secondary education as a sub-sector also grew rapidly, especially in the seventies. He also stated that there was increased demand for places in the secondary schools following the introduction of the universal primary education scheme. And according to him, the estimated enrollments in 1994 for secondary schools were reported to be 4.4 million, with an expected annual growth rate of 10.4 %.Secondary education is advancing rapidly throughout the world, with the number of pupils enrolled having risen from 321 million in 1990 to 492 million in 2002-2003 UNESCO, (2009). Fafunwa (1974) also listed the different types of secondary schools in Nigeria at that time as secondary grammar schools, secondary modern schools, craft schools/trade schools/technical schools/trade

centres, grade II teachers training college, secondary commercial and comprehensive schools.

Secondary education is the education children receive after primary and before the tertiary stage, the broad goals of secondary education in Nigeria shall be to prepare the individual for useful living within the society; and higher education (Federal Government of Nigeria; National Policy on Education 2004). The national policy also stipulated that secondary school education in Nigeria shall be of six years duration, given in two stages; a universal and compulsory junior secondary school stage and a senior secondary school stage; each shall be of three years duration. According to UNESCO, (2009) in most countries the lower secondary tier is seen as part of basic education. It often covers the end of the compulsory education period. The higher secondary tier is generally viewed as preparation for employment or for further studies in higher education.

Secondary education differs from the preceding level in that teachers are more specialized and the organization is consequently more complex UNESCO, (2009). The policy on education stipulates that basic core subjects like English language, mathematics, Pre-vocational electives like agriculture, business studies,home economics and Non-prevocational electives, like religious knowledge, physical and health education, music will be offered by students at the junior secondary school stage. At the end of this stage, a Junior School Certificate Examination (JSCE) will be administered and students will be streamed into any of senior secondary school, technical college, out-of-school vocational training centres or an apprenticeship scheme. Teboho (2000) stated that the students are channeled through placements into specific programs after the completion of

junior secondary education. The options are senior secondary schools, technical colleges, vocational training centers, or apprenticeship schemes. At the senior secondary school stage core subjects such as English language, mathematics, and any core from the field of science social science and art alongside vocational electives such as agriculture, auto-mechanics or book-keeping &accounting. Also at the end of this stage, Senior School Certificate Examination (SSCE) will be administered to students.

Education is on the concurrent list of the constitution in Nigeria and as such federal and state ownership of school exist together. Voluntary agencies, communities and private individuals are also permitted by law in the establishment and management of secondary schools.Government regulates the operation and activities of all to ensure compliance to standards. Teboho 2000 also opined the administration; management and funding of the schools are shared between the State Ministries of Education, the National Secondary Education Commission and other agencies as prescribed in the legislation.

Secondary education in Nigeria is faced with some many setbacks as Teboho 2000 observed that it was originally planned that junior secondary schools would be free, but so far none of the States in the Federation have been able to accomplish this. He also observed that another example is that of the transition from primary to junior secondary school that was also originally planned to be automatic but was never implemented. As a result of increased demand, in the context of limited spaces, many states opted to introduce competitive entrance exams to select candidates for admission to junior secondary schools. Ofoha 2011 cited the views expressed by Ajala (2002), Babafemi (2007) who described Nigerian secondary education system as laudable but seems to suffer from poor implementation. Commenting on the poor implementation, Igwe (2007)

in Ofoha 2011 noted that the secondary school curriculum only prepares secondary school leavers to seek admission to the university as the only option available. And Fabunmi (2009) in Ofoha 2011 corroborated this view and observed that the school curriculum is not structured to make students self-employable upon graduation. Teboho 2000 observed that implementation of the curriculum, however, indicates that the teachers as implementers never understood the underlying approach. Teachers continued to teach the way they themselves were taught. The failure in implementation was due lack of support through rigorous re-training of teachers and continued support during implementation.

2.3 Theoretical Framework

A myriad of theories exists in administration in general and educational administration in particular. The purpose of this section is to put into perspective the way the researcher views the school as a part of the society and the educational system. This section also shows how the researcher believes the school should be seen and managed by the principal. The researcher examined and adopted the following theories as they (the theories) in his personal view explains the school and how it should be administered to achieve it set educational goals and objectives.

1. System theory
2. Decision making theory
3. Human relation theory

2.3.1 System Theory

Von Bertalanffy as the proponent of the system theory made the first statements on the subject of system theory around 1925-1926 this is according to Laszlo & Krippner

(1998). The system theory see an organization as a social body surrounded by an environment or community and it is made up of different independently working part that are working together to achieve goals, objectives, outcomes, results etc. The system theory see an organization as a social system surrounded or existing in an environment or community and such social system is made up of different independent working parts that are joined together in a particular pattern of relationship working together to achieve goals, objectives, outcome, results etc. A vast array of literature agrees that the system is made up of inputs, process and output. Take the ceiling fan for an example, the ceiling fan is an organized system made up of different working part such as the regulator, blades, coil, electrical connection, motor etc that exists in a room (an environment or community) that are working together to produce cool air for the room. The room in return provides the necessary support for the ceiling fan by holding the fan regulator on its wall and the fan itself on its ceiling.

In the same way, the secondary school as an organized system is made up of the principal at the head, the vice principal, heads of department, teachers, non-teaching staff, students, parents, school curriculum, school facility and equipment etc existing in a community geared towards producing individuals who can fit in and be productive individuals in the community. In the same situation, the community hosts the school and most times supports the smooth running of the school by providing the work force, building facilities and equipment, security etc for the school. The variables of this study interpersonal relationship, decision making, communication, instructional supervision, staff development, maintenance of discipline, school community relationship and maintenance of school facilities are all roles performed by the principals of the school.

Any change in the level of one of them will bring about changes in the level of others and the entire schools system in general.

According to Von Bertalanffy in Laszlo & Krippner (1998) a system is most times evaluated and analyzed in terms of how well it achieves its set out goals and objectives which is most times referred to by most authors as system effectiveness and how the system achieves these goals by optimizing the available resources also referred to as system efficiency. In both cases, the system must be able to achieve its goals and objectives using the most minimum combination of resources possible.

This is where the secondary school principal comes in as the on ground administrator of the school he must be able to create and manage a functional system that will achieve the set out educational goals and objectives at minimum cost possible. The principal is expected to organize the human, material and financial resources available to him into a process. Such process must be able to ensure that teaching and learning occurs in a conducive, favourable and friendly environment. Learners who pass through the process of the school must be able to fit into and be productive individuals in the immediate community and the larger society. This research work try to evaluate to what extent the school principal has been able to achieve his role by making optimum use of available human, material and financial resources available to him.

2.3.2 Decision Making Theory

In every facet of our daily existence, we are faced with challenges on a continuous basis. How we resolve or proffer solutions to these challenges is partly a function of our decision making. According to Ovwigho and Michael (2004) they opined that decision making is the process of selecting a course of action from alternative

measures that are available to the planner or administrator. They also insisted that in making rational decisions the following factors need to be considered.

1. The Decision Making Environment.
2. The objective of the decision maker.
3. Alternative strategies or course of action.
4. The decision payoff.

In the theory of decision making, various models exist but the most relevant model to this study is the Decision-Making Action Cycle Model pointed out by Hoy and Miskel (1987). This model as cited by Peretomode (2003) used the system approach to analyze the decision making process. Decision-Making Action Cycle Model was based on the following six basic assumptions.

1. The decision-making process is a cycle of events that includes the identification and diagnosis of a difficulty, the reflective development of the plan to alleviate the difficulty, the initiation of the plan and the appraisal of its success.
2. Administration is the performance of the decision-making process by an individual or group in an organizational context.
3. Complete rationality in decision-making is virtually impossible; therefore, administrators seek to sacrifice because they do not have the knowledge, ability or capacity to maximize the decision-making process.
4. The basic function of administration is to provide each subordinate with an internal environment of decision, so that each person's behaviour is rational from both individual and organizational perspectives.

5. The decision-making process is a general pattern of action found in the rational administration of all major functional and task areas.

6. The decision-making process occurs in substantially the same generalized form in most complex organizations.

Five steps in the decision making process by Hoy and Miskel (1987) was summarized by Peretomode (2003) as follows;

1. Recognizing and defining the difficult problem or issue.

2. Analyzing the difficulties in the existing situation. This step involves classifying the problem (generic or unique), collecting data and specifying the problem.

3. Establishing the criteria of adequacy for the resolution of the problem.

4. Developing a plan of strategy for action. This stage involves developing possible alternatives, probable consequences, deliberate analysis of the alternatives and consequences and selecting the best courses of action

5. Initiating the plan of action which involves programming (specifying the mechanics and specific details for implementing the plan), communicating (the programmed plan to each individual involved), monitoring (overseeing the implementation of plan of action to be sure it is proceeding as scheduled) and appraising the outcomes to determine how successful the decision has been.

From the foregoing, it is evident that for secondary school principals to succeed in achieving set out educational goals and objectives, they must be able to make rational decisions at all times. This rationality in decision making is based on the decision making style and the guiding theory adopted by the school principal. The principal must be able

to take a holistic view of all individual components in the school system and how any decision taken on one component will affect other components in particular and the entire school system in general. The principal must also bring this to bear when performing his various roles as any decision taken to improve on his role performance in any area will also affect performance in other areas. For example any decision taken to bring about changes in the area of school/host community relationship will result in changes in the support from the host community. This will in turn change the level of availability of equipments, facilities, instructional and learning materials. This also will bring changes in the level of instructional supervision, instruction etc and the chain continues.

2.3.3 Human Relation Theory

The proponents of the human relation theory of management believe that when special attention is given by management to worker either as individuals or as a group, such special attention is bound to increase productivity. Theorists believed that motivation for productivity is not only gained by providing the workers economic needs but for the fact that man is a social being demands that meeting and providing the psychological and social needs of the individual worker is as great a driving force to increased productivity as meeting his financial and economic needs.

Mary Parker Follet was the first individual to venture into the world of human relations in management studies. She was later followed by Elton Mayor and Fritz Roethlisberger who carried out research work on workers output in relation to the varying levels of illumination at the Hawthorn plant of the western electrical company in the United States of America. The human relation theory as propounded by Mary Parker Follet proposed that the development of objectives, plans and facts should be through the

same collaborative efforts between leaders and their subordinates as is the case between leaders of the same rank. This supports the need for an all inclusive decision making process in the organization and school system. She also theorized that coordination is the key to building an effective organization. She showed that this can be achieved by using four fundamental principles of organization that she came up with. These principles, according to Metcalf and Urwick (1962) as cited by Campbell et al (1977:90) in Udoh and Akpa (2001) include:

1. Coordination by direct contact of the people concerned.
2. Coordination in the early stages.
3. Coordination as the reciprocal relating to all the factors in a situation.
4. Coordination as a continuous process.

The emphasis of this theory is on group spirit and team work as the prerequisite to achieving set out goals and objectives and improving workers satisfaction.

In aligning the above with the schools system, the principal must take into cognizance the fact that material and financial resources of the school will be idle resources without the presence, articulation and proper motivation of the available human resources in the school. The human resource of the school must not be seen to end with the staff only. It extends to the members of the host community and the students of the school. How these individuals see each other will help build the level of communication, interpersonal relationship, school community relationship, inclusive decision, maintenance of discipline etc.

2.4 Role Performance of Principals inInterpersonal Relationship

Devito (2004) defines interpersonal relationship as communication that takes place between two persons who have established a relationship. The school community like any other community or society is made up of individuals (students, non-teaching staffs, teachers, vice principals and the principals) from different cultural, racial, language, ethnic and religious background. Differences in cultural, language, racial, ethnic and religious background of different individuals in any setting have been observed as some of the factors that determine the kind of interpersonal relationship that exist in any society, environment or school. These differences may lead to conflict as (Ottite & Ogionwu 2001), puts it that differences in cultural backgrounds may lead to conflicts in schools, society, workplace and in the families. These differences in cultural, racial, language, ethnic and religious background among individuals in the school if properly managed by the principals will leads to cohesion which is a vital ingredient for the success of any community, system or organization.

Different and constant interactions and relationships exist among students, non-teaching staffs, teachers, vice principals and the principals in various forms in the school community. The relationship paths that exist in schools are as diverse as they are numerous and it is the source of many problems that affects many schools. There is the student to student, teacher to student, teachers to teacher, teacher to parents, teacher to other non teaching staff, vice-principal to teacher, vice-principal to students to mention but a few. These interactions are dependents largely on the type of relationships they share and the relationship they share determines the type of interaction they have. The nature of these relationships positively or otherwise affects the achievement of

educational goals and objectives in the school system. Kodzi, Oketch, Ngware, Mustiya & Nderu (2011) were of the opinion that good interpersonal interactions of teachers with students had positive effects on academic achievement. But on the other hand, poor interpersonal relationship among individuals in schools can negatively affect the academic achievement and learning outcomes of students. This is so because when there is poor interpersonal relationship among students, teachers, non-teaching staffs, vice-principals etc will not put in their best towards achieving set educational goals and objectives. This view is supported by (Muñoz and Nieto, 2012) who opined that the interaction that arise in work groups significantly affect the effort that members exert when carrying out their tasks.

The responsibility of maintaining good interpersonal relationships in schools lies with the school principals. It is his responsibility to maintain structural conditions that ooze positive attitudes and behaviors from members of the school community which will in turn help in improving interpersonal relationships. Reyes, Scribner, and Scribner (1999) found out that effective schools consistently exhibited an ethic of care in their culture. This culture of care helps endear members of the school community to one another. As Werner and Smith (1992) puts it that the most important factor is a caring relationship with someone, regardless of whether that person is a parent, teacher or community mentor. It is important for the principal to ask questions, be truthful, and encourage feedback from members of the school community (Bolman & Deal, 2002). Bolman and Deal (1993), also recommend administrators to ask for verbal feedback to determine how they are really seen by their faculties.This means that the principals must keep evaluating his or her self using the responses he/she gets from the people in the

school community. The leadership style of the principal is one of the major determinants of the level of interpersonal relationship in the school and how members of the school community can freely express their opinions. The principals are advised as evident in many literatures to adopt a democratic style where all members of the school community can express themselves freely.

2.5 Role Performance of Principals inDecision Making

A successful organization whether educational or not is built upon proper decision-making process and according to Peretomode (2003) it is the fundamental process in organizations. He also defined decision making as the process of choosing from among alternative ways of achieving an objective or providing solution to a problem. Objective here in relation to this work is educational objectives.

Educational planners and administrators in various educational institutions are frequently confronted with the task of deciding how best the limited resources at their disposals could be utilized to obtain optimum result Ovwigho and Michael (2004). The limited resources as stated above encompass human, financial and material resources.

Management of the decision-making process in secondary schools is influenced by the proficiencies of the principals who are expected to be well-trained as educational managers. The ability of the principal to put together the best combination of human, financial and material resources to achieve educational goals and objectives is a combination of his decision making ability, training, his decision making styles and experiences among others.

The way and manner in which a school principal reacts to decision making determine his/her decision making styles but as Scott and Bruce (1995), put it that there

are; rational, intuitive, dependent, spontaneous, and avoidant decision-making styles. But Ovwigho and Michael (2004) argued that rash and intuitive decisions are inevitable in an administrative setting but that it is more appropriate for the head of an organization (in this case the principal) to focus his mind mainly on rational decisions. They further explained that rationality in decision making requires a thorough consideration of the facts or evidence before the planner or administrator and an unbiased interpretation or analysis of such facts before the desired course of action is taken.

This agrees with an array of available literature that states that, the decision-making process starts with first of all perceiving the existence of a problem, defining the problem per se, and gathering information about the problem. The process goes on with identifying possible solutions that may bring an end to such problems and choosing from among the available solutions the best solution that suits the problem. Finally is the application or implementation of the chosen solution to solving the problem and then evaluating how well the solution chosen have dealt with or solved the problem.

Appropriate use of data (e.g. students test and examination scores, dates of facility installation and maintenance carried out, etc) in the decision making process have been largely advocated. This is important especially when gathering information or when considering the fact or evidence before you about a problem before indentifying possible solutions to such problems. According to Mandinach & Honey (2008) the problem, however, is that many principals have not had adequate training in understanding, analyzing, and interpreting data. Data analysis and interpretation is one key area necessary for proper decision making.

Argument have been made by various authors for and against the use of committee system in the decision making process in schools. This is as some argue that irrespective of the advantages of the committee system, it is most times subject to abuse by the school staffs. Alabi; Mustapha; & AbdulKareem (2012) tried to proffer solution to this draw back in a study on the utilization of committee system and secondary school principals' administrative effectiveness in Ilorin metropolis, Nigeria. The study revealed that there was significant relationship between utilization of Committee System and secondary school principals' administrative effectiveness in Ilorin metropolis. The study recommended that there should be mandatory orientation courses, seminars, conferences and workshops on effective usage of committee system for the school administrators. The reason for this as recommended by the study researchers is to promote the usage of Committee System in schools and that existing Committees in secondary schools should work collaboratively and their progress should be reviewed periodically by principals to check for any deviations and unnecessary waste of time.

The involvement of all educational stakeholders in the decision making process is another area that have been advocated. Linda Lambert (1998) stated that when we equate the powerful concept of leadership with the behaviors of one person, we are limiting the achievement of a broad-based participation by a community or a society. The responsibility of taking the final decision lies with the school principals who must at all times involve teachers, students, the community etc in the decision making process. This is because these individual are either the final implementers of the decision or those whom the decisions taken may affect. Omobude & Igbudu (2012) in a study of theinfluence of teachers participation in decision making on their job performance in

public and private secondary schools in Oredo local government area of Edo state, Nigeria revealed that teachers in private secondary schools participate more in decision making than teachers in public secondary schools. This according to the study is because in public secondary schools, the Ministry of Education influences most of the decisions; while in the case of private schools the decision body is part of the school i.e. the proprietor, principal and teaching staff. The study showed that participation in decision making can influence performance as teachers who participate in decision making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as all of them are allowed equal participatory opportunities in decision making. It was recommended that all categories of staff should be encouraged to have a say in school governance and that the Ministry of Education should device a means to encourage staff in public schools to participate in decisions that affect the school.

Sarason (1990) stated that many of these school reform failures were the direct result of removing persons responsible for implementing the reforms from the initial decision-making process.In line with the above principals are advised to delegate some of the decision making to their teachers and departmental heads as this will boost staff development and morale. Care should be taken not to turn decision making over to individuals or groups. The principal is at this point expected to rationalize to what extent he is to allow stakeholders involvement in the decision making process. The principals must remain active throughout the decision making process as the final blame or glory end on his table.

It can be deduced from the above that the conditions necessary for excellence in secondary schools are the function of appropriate decision-making process that can establish school performance and systems to ensure the achievement of set out educational goals and objectives. School principals are saddled with the responsibility of making the right choice to solve any problem that affects both the teachers and students in the school as well as any other school-related issue. Their ability to manage the decision making process determines to a large extent the level of teaching and learning that will take place in secondary schools.

2.6 Role Performance of Principals inCommunication

Communication system in any organisation like the school is very vital to the survival and smooth running of the organisation. Communication in any organization or community and especially the school ensures the smooth flow of information among the various individuals in an organization. Communication is thus important in an organization including the schools because it constitutes one of the chief means through which organizational members work together, and also helps to hold the organization together by making it possible for members to influence one another and to react to one another (St. John, 1994). The importance of communication to the school are numerous and inexhaustible but Scott and Mitchell (1996) gave four functions of communication chiefly of which is that it gives employees the opportunity of expressing their feelings and also serves as medium of resolution of conflicts and reducing tension. Others are that itserves motivational function of encouraging achievement in subordinates, it provides the necessary information for decision making and that it is used to control the activities in an organization (school).

There must be a clear flow of information in an organized manner among the principal/school management, heads of department, teaching and non-teaching staff and students. A study conducted by Marzano, Waters & McNulty (2005) found that effective principals establish strong lines of two way communication throughout the school community. What this means is that information need not only flow from a superior authority to a sub-ordinate but it also need to flow from a sub-ordinate to a superior. The reason for this is to get feedback from a subordinate about the on ground situation on a particular issue.According to Merihue, (1990) upward flow of information helps education administrators to get a feedback from the people that might be affected. These people represent an important source of ideas for improvement. Also information must flow from the school community to the immediate community. Failure to keep people informed about the true position of things may bring about misinterpretation, misinformation, romourmongering and conflict. Corvette (2007) stated that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. School principals should ensure that communication is effectively carried out to enhance discipline and to maintain law and order. Many schools are plagued with low performance which is usually caused by conflicts as well as protracted breakdown in communication.

Teachers are considered the primary connections between home and school. Their relationship is vital for the success of students in the process of education. principals are to provide relevant training to their teachers so that they could communicate with parents effectively on issues of children in the process of education (Million, 2003).Principals should however make judicious use of communication skills to encourage good

communication between the school and community, establish close relationship between parents by holding meeting with them at intervals, building parent teacher link.

2.7 Role Performance of Principals inInstructional Supervision

In the implementation of educational curriculum, the teachers as the final implementers need to be guided and monitored to ensure strict compliance to the curriculum. Rettig (2000) looks at supervision as an organised behaviour system which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation of children. The improvement in children learning situation is not just what supervision can do it can also improve on the teachers and the teaching quality. (Olagboye, 2004 & Adetula, 2005) explains this further by stating that the primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the school settings.

Successful instructional supervision in secondary schools is centered upon the extent of instructional leadership capabilities possessed by the school principals. According to Ongiri & Abdi (2004) they stated that the school head is viewed as the instruction leader of his school.In the words of (Hughes & Ubben, 1989) the effectiveness of instruction and achievement by students can be tied directly to efforts by the school head to lead, manage and supervise teachers and school programmes. This is because without proper monitoring and supervision, the achievement of educational goals and objective cannot be fully actualized. This is supported by the position of Bush (2007) that instructional leadership is a very important dimension because it targets the school's

central activities, teaching and learning.Teaching and learning cannot properly take place if the school teachers are not guided on what is expected in the educational system. Botha (2004) supported this by saying that instructional leadership expects educational leaders to set clear expectations, to maintain discipline and to implement high standards with the aim of improving teaching and learning at the school. Ayeni (2012) in a study of assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo state, Nigeria revealed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools.

But Daluba(2013) in a study of an evaluation of principals' supervisory and motivational roles on secondary school agricultural science instruction in Kogi State revealed that principals were ineffective in performing their supervisory roles. The study also showed that principals were more effective in performing their motivational roles based on the responses of the agricultural science teachers and students. Recommendations made in the study was that principals should be incorporated in the planning and implementation process of agricultural science programmes, encouraging principals' attendance to professional seminars, workshops and conferences among others. Also Onuma (2015) in a study on principals' management support practices for enhancing teachers' performance in secondary schools in Ebonyi state Nigeria revealed that most school principals lacked supervisory skills and as a result entrusted academic supervision in the hands of external supervisors. Also Nkwoh (2011), in an analysis of

administrative roles of principals in private secondary schools in Aba education zone of Abia state revealed that principals were moderately effective in instruction and curriculum development.

Jenkens (2009) sees instructional leaders as leaders who are involved in selling clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. All of which should be done without recourse to threats, criticism and other negative superior to sub-ordinate language and attitude. In carrying out his responsibility as an instructional supervisor, the school principal first of all makes teaching materials available to teachers then he is to visit classrooms often to observe the teachers while teaching. Classroom visitation according to Durotolu, (1999) is a process wherein the Principal or an external officer learns or observes what is going on in the classroom in order to be helpful to the teachers. In the process of supervision in schools, the principal is also to inspect teachers' lesson notes, class registers, class diaries, teaching aids etc and give guidance in the use of teaching methods.

Keefe & Jenkins (2002) sees instructional leadership as the role of principal in providing directions, resources and supports toteachers and students in order to improve the teaching and learning in schools. Ayeni & Akinfolarin (2014) in a study on assessing principals' coordinating and controlling strategies for effective teaching and quality learning outcome in secondary schools in Ondo state, Nigeria revealed that the relationship between principals' strategies and teachers' instructional performance was low in teachers' instructional performance and students'learning outcome. The study concluded that the Government in collaboration with theschool principals and other relevant stakeholders should provide adequate number of teachers, learning resources,

classrooms and capacity development for teachers to address the gaps in curriculum instruction management in secondary schools.

Principals are in a better position to know the challenges teachers face when they are implementing the curriculum based on the fact that most of them (principals) where previously classroom teachers themselves. This puts them in an excellent position to guide and motivate the classroom teachers in their activities. When the school teachers are well guided and motivated by the principal in the dispensation of their duties the result will be an increase in student performance. This is because instructional leadership has a direct effect on teacher attitudes towards teaching and students learning outcomes.

To be able to guide the classroom teacher, the school principal must be able to interpret the curriculum, determine the objectives of teaching and the appropriate use of teaching methods. Others are determining classroom management, providing conducive learning climate, implementation of instructional innovation and the ability to influence and coordinate the teachers and students to achieve the goals and objectives of the educational system.

2.8 Role Performance of Principals inStaff Development

It is generally accepted that teachers need to be encouraged and supported to develop professionally for schools to be effective (Craft. 2000). High standard of education is a necessity for any serious society that desires to achieve growth and development. It is therefore pertinent to maintain high standard in education by ensuring that there is the availability of well-trained, qualified and competent teachers.This is because there is no way you can talk of quality education without bringing in qualified teachers. Qualified teachers in this sense, does not mean those who have requisite paper

qualification but teachers who have the requisite knowledge skills and experience to deliver learning to the students.

Ekpon, Edet & Nkama,(2013) in a study of staff development programmes and secondary school teachers' job performance in Uyo metropolis, Nigeria found out that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that the Ministry of Education and State Secondary Education Board in Akwa Ibom State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation.Also Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state revealed that principals were moderately effective in staff personnel administration. The study also recommended among other things that there is need for regular seminars and workshops for private secondary school principals on principals' administrative roles, and that the principals should also be sensitized on how to show concern to staff and build cohesive work groups for the delivery achievement of educational goals. Oboegbulem (2013) studied the constraints to administrative leadership role of secondary school principals in Owerri education zone of Imo state. The study revealed that inadequate funds for organizing seminars and worships, poor condition of service for teachers, poor teacher development plan were the constraints to the administrative leadership roles, of the principals.

deGrauwe, (2001) pointed out that the responsibility for guiding and supporting new and often poorly trained teachers may fall to the school principal. Two points can be noted in his assertion. Firstly, teachers can or may have been poorly trained in their course of study. Secondly, they need to be guided and supported by the principal. Osagie (2011) in a study of teacher development programs and teacher productivity in secondary schools in Edo state concluded that there is a strong correlation between development programs and teacher productivity in secondary schools in Edo state. The study recommended that school administrators should endeavor to avail teachers the opportunity to make use of identified teacher development programs. This will keep teachers abreast of current developments in their fields and will help to boost their continuous productivity in their jobs.The principal is saddled with the responsibility of getting modern and current methods of instruction and making them available to the teachers. This will help the teachers to grow professionally, because the more they grow, the better they are able to contribute to the achievement of educational goals and objectives. (Okumbe, 1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. This in-service training comes in the form of either training carried out within the school regarded by most authors as school-based in-service training or outside the school called out-of-school in-service training. Moswela (2006) was of the opinion that in-service training should be extended at all level, but maintained that the selection should be based on teacher needs assessment. What this means is that for any in-service training or staff development to be effective, there is the need to know where the attention of the training is to focus. Any areas where the teachers are seen to be

lacking in professional capabilities then such area need to be strengthened.Finding out such areas of interest is also the responsibility of the school principal as this can be discovered in the course of classroom and instructional supervision.

In service training whether within or outside the school is not the only method the principals can use in providing staff development. This view is supported by Fafunwa & Aderalegbe (1974), who opined that team building and delegation have been perceived as important methods to use in developing teacher. Also (Phelan 1986), supported this view when he stated that delegation enables the principal to express faith in teaching, increases motivation and staff loyalty, and promote staff development. But Olaleye (2013) in a study on improving teacher performance competency through effective human resource practices in Ekiti State secondary schools found out that newly recruited teachers were not mentored by experienced teachers. Also Onuma (2015) in a study on principals' management support practices for enhancing teachers' performance in secondary schools in Ebonyi state Nigeria revealed that most principals feel reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher degree from principals for fear of victimization. Nakpodia (2010) in a research on human resource management in school administration in Delta state Nigeria found out that human resources undergo different forms of training. The study concluded that school personnel should undergo training and attend regular workshops and seminars also that the performance of human resources has considerable effects on students academic performance.

All of these staff development initiatives will help teachers to acquire new knowledge, skills, practice new teaching methods and build confidence in the discharge

of their work. Teachers professional development goes beyond initial training received in tertiary institutions to cover mentoring, appraisal and team building. It goes as far as building teachers into teams so that they can share and analyze experiences and practices in teaching and learning.

2.9 Role Performance of Principals inMaintenance of Discipline

Discipline cuts across all facets of any society. According to Edem, (1998) discipline involves self-control, and respect for others. One of the major goals of education in any society is to produce individual who can fit in, be productive and contribute meaningfully to the society. This makes discipline in schools a very important aspect of school administration. What discipline sets out to achieve in schools is to assist all members of the school community to be well adjusted and useful in the school environment and the larger society.Where there is no discipline disorderliness takes over and when this happens especially in school then the purpose of school which is teaching and learning will be defeated.

As such, indiscipline whether perpetrated by students or staffs in schools should be discouraged in its totality as this will affect the students, the image of the school and the teaching and learning process. Indiscipline manifests itself in different ways in secondary schools. According to Pager (1994), he noted that educators at one school in Southwest Nigeria reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Also Petersen & Rosser (2008) stated that serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of

teachers and other students. Others are possessing offensive weapons, supplying or using illegal drugs, and intrusions into the school or classrooms by adults with the intention of confronting teachers. Others forms of undisciplined behavior are stealing, loitering, fighting, lateness to classes, examination malpractices etc. Ali, Dada, Isiaka& Salmon (2014) in a study on types, causes and management of indiscipline acts among secondary school students in Shomolu local government area of Lagos State revealed that various acts of indiscipline were prevalent among secondary school students. It also revealed that reduction strategies employed by various schools are not effective. It finally recommended among other things that a wholesome approach to manage students' discipline should be adopted by the administrators and other stakeholders of the schools. Also, Oghuvbu& Okoro (2007) in a study on an assessment of secondary school administration: the Communities Perspectives revealed that, secondary school principals and teachers are dedicated to duty. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty and student disciplines.

Undisciplined behavior problems create a big issue for teachers in carrying out their daily task of teaching and ensuring that learning takes place. For this reason, it is imperative for discipline to be upheld in schools so that the achievement of educational goals and objectives can be guaranteed.The principal is saddled with the role and responsibility to ensure that disciplined behavior and orderliness is maintained in the school. This is to be done according to laid down rules and regulations of the school. Any form of violation should be addressed humanely not what will present the principal as a strict enforcer of rules but a respected leader and administrator. According to Ezeocha

(1985) school discipline should recognize the inherent dignity and right of the individual, be devoted to humanitarian principles and ideals, offer self-direction and be founded on an understanding of acceptable behavior. The principal should also ensure that parents are aware of the need to uphold discipline in schools and involve them actively in the decision making of the school as it especially relates to discipline.

2.10 Role Performance of Principals inSchool-Community Relationship

School community relationship is one aspect of the principals' role that is of utmost importance to all stakeholders. Here, the principal is saddled with the responsibility of building an excellent public relation for the school and work with the community and all other stakeholders.(Cody, 1998) explains that the demands of school-community relations involve working with community councils, community development associations, parent-teacher associations, and other local organizations that have an interest in the schools. This will help in building a strong bond among parents, students and the community with all of them having and feeling a sense of belongingness and ownership.This is so important because parents and the community have a major role to play in the achievement of educational goals and objectives.Schools that are out to succeed need to maintain close ties with parents, community and all other stakeholders. The role of school principal is that of a bridge that connects school and home. This is crucial both for students' development and success of schools (Payne, 2006).

(Howard, 2007) asserted that each school has different culture, work environment and goals which must be shared with parents so that parents are aware of the needs, ways and procedures of the activities to be performed in school. Principals need to put parents and the community in the know of what the school goals and objectives are. This will

help in avoiding misinformation and conflict and in the same way parents and the community will be able to play their role clearly.

School community relationship has helped in the provision of certain school needs by the community, Parents Teachers Association (PTA), Old Boys Association etc. This provision sometimes comes in the form of maintenance of buildings structures, provision and maintenance of certain school facilities and equipments. Others are provision of writing materials, sporting materials etc. Building strong working relationship between the school and parents will largely help in the success and development of the learners. (Anderson & Minke, 2007) points out that principals and parents need to know that parental involvement is essential for social, emotional and intellectual development of children.This view is also supported by Kurian (2008) who explains that active participation of parents in the education of their children is essential to improve the discipline at school and the academic performance of the students. Ajayi, Ekundayo & Arogundade(2009) in a study of parents' involvement in school administration as a correlate of effectiveness of secondary schools in South-West Nigeria revealed that parents were much involved in the administration of secondary schools in Nigeria. The study recommended that the school administrators should sustain the high level of parents' involvement in school administration in order to maintain cordial relationship between the parents and the school authorities. From the foregoing, it is obvious that secondary school principals in the South-West were doing well in their role performance. Also Ogundele (2012) in a study on community-school relations and principals administrative effectiveness of secondary schools in Kwara State found out that high significant relationship existed between community school relations and

principals administrative effectiveness, school plant provision and maintenance and instructional development of secondary school. The study however recommended that school-based management committee should be set up to foster the community school relations efforts in the interest of enhancing schools effectiveness in Kwara State.Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state revealed that principals were effective in school-community relations. Also, Oghuvbu & Okoro (2007) in a study on an assessment of secondary school administration: The Communities Perspectives revealed that, secondary school principals and teachers are dedicated to duty. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty, contribution toward community development and involvement in community activities in secondary schools in Nigeria.

Gordon & Seashore-louis, (2009) observed that many parents simply cannot participate in the education process due to job, remoteness from school, transportation, ignorance, indifferent attitude of school staff, lack of awareness, illiteracy and so on. This problem in not without a solution as (Million, 2003) suggested that principals should provide relevant training to their teachers so that they could communicate with parents effectively on issues of children in the process of education. Parent Teacher Associations in secondary schools need to be strengthened by the principals. This will serve as a forum for the school, home and the community to meet, share ideas, discuss problems and deliberate on ways of improving on educational gains. Another way is for parents to be invited to school during meetings, national and international celebrations as most parents will not be at work on such days.

2.11 Role Performance of Principals inMaintenance of School Facilities

Good quality and standard education depend largely on the provision, adequacy, optimum utilization and management of available facilities in schools. In educational institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2007). It is virtually impossible for any meaningful achievements to take place in education without the provision, optimization and maintenance of school facilities.The nature and type of educational programmes, goals and objectives to be attained will necessitate the nature and type of school facility to be put in place. According to Khan & Igbal (2012) excellent school facilities are basic ingredients for good educational programmes and basic to achieving set targets and achieving the literacy rate of a country.

In a formal educational system, no meaningful teaching and learning can take place without the existence of a curriculum and as stated in a myriad of literature, that teaching and learning do not take place in a vacuum. Mbipom (2002) stated that school facilities comprise the physical expression of the school curriculum. This view was supported by (Uko & Ayuk, 2014) when they asserted that the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse. To show how important school facility is in the implementation of educational curriculum, Akinsolu (2004) opined that educational curriculum cannot be sound and well operated with poor and badly managed school facilities.From the foregoing, it is

obvious that the availability of the required facilities in adequate quantities and in well maintained state would make the school curriculum meaningful and functional.

School facilities as evident in various literature are structures such as machinery, laboratory equipments, blackboard, teacher's tools, other equipment as well as consumables. Other available literatures listed school facilities and equipment's to include blocks of classrooms, laboratories, workshops, libraries, visual and audio-visual aids, tables, desks, chairs, playground and storage space. Others are toilets, areas for sports and games, farms and gardens including trees, roads and paths, toilet facilities, lighting, packing lot, food services, and special facilities for the physically challenged persons, Grass Mower, First Aid, Fire Extinguishers, health care delivery facilities and the list can go on and on.

There is a nexus between learning and facilities, as availability and good condition will exude academic excellence (Danesty, 2004). In agreement to the above statement, Adeboyeje (2000) pointed out that schools with well-coordinated plant planning and maintenance practices recorded better students' performance. The responsibility of managing these facilities lies within the roles of the principal. Effective management of school facilities is when the principal is properly handling the school facilities to ensure that such facilities are kept near their original state as possible in the course of fulfilling set educational objectives. Uko (2012) in a study on principalship and effective management of facilities in secondary schools in Cross River state, Nigeria found out that effective management of school facilities is necessary in creating the enabling conducive academic environment thereby enhancing a corresponding achievement and performance in the teaching-learning process. The study recommended

that government should set up a committee or agency to oversee, supervise and monitor on school facilities while school principals, teachers and students should be encouraged to inculcate maintenance culture in the handling of school facilities across school organizations in the State in particular and Nigeria generally.

But Asiyai, (2012) in a study that investigated school facilitates in public secondary schools in Delta State revealed that school facilities in the schools are generally in a state of disrepair. The study also revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities. It was recommended in the study that school administrators, teachers and students should develop and inculcate good maintenance culture; government should budget for facilities maintenance and allocate more funds to schools for effective management and maintenance of school facilities. Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state revealed that principals were not effective in school plants management. Oboegbulem (2013) studied the constraints to administrative leadership role of secondary school principals in Owerri education zone of Imo state.The study revealed that inadequate funds to procure facilities and equipment among others were the constraints to the administrative leadership roles of the principals.

A vast majority of literature have listed three stages involved in school facility management they are provision, utilization and maintenance of educational facilities. Also Uko (2001); Ngoka (2003); Eze (2006). Ihuoma (2008) & Ageni (2012), had identified six types of maintenance of school facilities, namely preventive: corrective, routine, emergency, structural and predictive. There have been huge discussions on facility upgrade due largely to increase in students' population and changes in both

curriculum and educational goals and objectives. The school principal need to be aware of when these changes takes place and make adequate preparations for upgrade, improvements and changes when necessary.

2.12 Empirical Studies

Here we will look at some empirical studies previously carried out by other researcher that are in one way or the other related to this study.Yadessa, (2014) carried out a study to assess the school climate and leadership practices of school principals in four selected secondary schools of eastern Hararghe Zone Ethiopia. The purpose of this study was top look into the depth of the nature of the existing school climate and the principals' leadership practice. The review of literature tried to overview the concept of school climate, leadership style and school leadership performance. It suggests school climate can affect many areas and people within the school. It further suggests that positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviours. The study employed a descriptive survey method. Four out of twenty two secondary schools were selected as a sample for the study by using simple random sampling techniques. The research involved four categories of sample population i.e. principals, teachers, students representatives and PTA members. Questionnaire and interview were the main instruments used to collect data. Both quantitative and qualitative data were collected and analyzed. SPSS version 16 was used for the quantitative analysis. The major conclusions made from the study were better relationship among teachers and teachers students relationships observed in most schools. Instructional leadership style was mostly practiced by the school principals though some of them are either task-

centered or people-centered or both. Parents less cooperate with the school community in general. Problems of lack of organized and continuous training for school principals, inefficient support from the schools boards, PTA and the community; and community maturity level (awareness) influences principals performance sequentially. Moreover, school principals had better performance level in their professional attitude. National education policy makers, educational leaders, school principals, teachers And PTA are recommended to consider the recommendations forwarded to alleviate some of the existing problems.

Omobude, (2012) carried out a study that investigated the influence of teachers' participation in Decision Making on their job performances in secondary schools in Oredo Local Government Area. It also examined teachers' participation in decision making in both public and private schools. The study identified job performance of both male and female teachers in secondary schools, four hypotheses were formulated and tested at 0.05 level of significance. Data for the study were collected using instruments (A, B, and C). Section A provided background information on the independent variables, Section B provided information on teachers level of participation in decision making while section C provided questions related to teachers job performance standard of assessment was adopted from the Ministry of Education Annual Teachers Performance Evaluation Report {ATPER} on Staff of the Unified Teaching Service to access job performance of teachers, this particular section was assessed by their principals. The research adopted the expost-facto design which relied on a systematic enquiry on existing data that was employed for the study. Scores in figures outlined as 4 - outstanding, 3 - good, 2 - average, and 1 - below average were used by the respondent to access

participation and performance while test of proportion was used to test the hypotheses. Data were analyzed based on appropriateness of statistical tool. The statistical tools used in this research are the Fisher's Z test for the hypothesis 1 - 4. The study revealed that teachers in private secondary schools participate more in decision making than teachers in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching staff. The study also revealed that participation in decision making can influence performance as teachers who participate in decision making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as they are allowed equal participatory opportunities in decision making. The study recommended that all categories of staff should be encouraged to have a say in school governance and also that the ministry of Education should device a means to encourage staff in public schools to participate in decisions that affect the school.

Mudlaeh (2010) carried out a study to examine principals effectiveness and its relationship with the school climate in Islamic-private secondary schools, Satun, Southern Thailand. The study used survey method to collect the data. Simple random sampling was consisted of 240 school teachers from 60 Islamic-private secondary schools, satun. The findings suggested that both rural and the urban teachers perceived their principals positively toward effective school climate in the following dimensions of "supportive principal behaviour," "directive principal behaviour," "engaged teacher behaviour" and "intimate teacher behaviour" except "frustrated teacher behaviour" dimension. Pertaining to the principals' communication competence, they perceive their

principals' competence in communication positively as indicated in the dimensions of displaying how well their principals express their ideas and how well they are listening. Generally, the teachers perceive their principals moderately high towards the principals effectiveness based on leader behaviour constructs namely, initiation structure and consideration. Both teachers from the selected rural and urban Islamic-private secondary schools perceived their principals differently in terms of displaying supportive behaviour and how well the principals express their ideas. The rural teachers perceived their principals positively in terms of displaying supportive behaviour and competence, meanwhile the urban teachers perceived their principals negatively in terms of displaying supportive behaviour and communication competence. On the contrary, the rural teachers did not differ significantly from the urban teachers in Directive Principal Behaviour, Engaged Teacher Behaviour, Frustrated Teacher Behaviour, Intimate Teacher Behaviour and Decoding dimension. This study also reported that there was no significant difference found between the rural teachers and the urban teachers in Initiation Structure and Consideration dimension.

Daluba(2013) carried out a study that evaluated the Principals' Supervisory and Motivational Roles on Secondary School Agricultural Science Instruction in Kogi State. Two research questions and two hypotheses guided the study. A total of 180 agricultural science teachers and 540 agricultural science students in senior secondary three (SS3) were randomly sampled from all the 258 secondary schools in Kogi State. A 10 item questionnaire was drafted by the researcher, subjected to validation by experts and used for data collection. The data collected were analyzed with the use of frequency counts, mean, simple percentage and chi-square. The results of the analysis showed that

principals were ineffective in performing their supervisory roles but on the other hand, they proved to be more effective in performing their motivational roles based on the responses of the agricultural science teachers and students. Some useful recommendations such as incorporating principals in the planning and implementation process of agricultural science programmes, encouraging principal's attendance to professional seminars, workshops and conferences among others were proffered.

Olaleye, (2013) This study examined human resource practices and teacher performance competency. It was a descriptive design of the survey type, the study population comprised all the secondary schools and teachers in Ekiti State. Out of which a sample of 100 secondary schools was randomly selected. 500 teachers, 100 principals and 120 vice principals were randomly selected for the study. A 25 item questionnaire was used to elicit information from the respondents selected. The questionnaire was based on the eight areas of human resources practices and their links with teacher performance competency. Data collected were analysed using simple means and percentages. Findings showed that teachers recruitment should not be based on political affiliation. Recruitment should be advertised on the media and internet. Selection should be on merit. Newly recruited teachers were not mentored by experienced teachers. Regular-in-service programmes should be organized for teachers to enhance belter performance. Based on the findings, recommendations were made that mentoring of teachers enhanced better performance I and this should be imbibed.

Ali, Dada, Isiaka & Salmon,(2014) conducted a study on Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. The population of the study covers all administrative

staff, teaching staff and the students who were regarded as stakeholders of the school system. The sample size of 90 respondents was randomly selected across the groups of administrators, teachers and students. The data collected by structured questionnaires were analyzed using descriptive statistics, while analysis of variance (ANOVA) and t-test of independent samples were employed as statistical tools to test the four hypotheses. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students. It was also gathered that several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among the students. It was also found that reduction strategies employed by various schools are not effective and as a result, the study recommended among other things that a wholesome approach to manage students' discipline should be adopted by the administrators and other stakeholders of the schools.

Ajayi, Ekundayo, Haastrup &Arogundade, (2009) carried out a study that examined the relationship between parents' involvement in school administration and effectiveness of secondary schools in Nigeria. The descriptive survey design was used for the study. The population consisted of all the teachers, principals and parents of the students in public secondary schools in South-West Nigeria. The sample comprised 1200 teachers, 300 parents and 60 principals from 60 secondary schools. Multi-stage, simple and stratified random sampling techniques were used to select the states, schools, teachers and parents used for the study. Two sets of questionnaire were used to collect the data for the study. The Data were analysed using frequency counts, percentage scores and Pearson product movement correlation. The only hypothesis formulated in the study was tested at 0.05 level of significance. The study revealed that parents were much involved

in the administration of secondary schools in Nigeria. The study also revealed that secondary schools in the area covered were moderately effective. However, the study showed that there was no significant relationship between parents' involvement in school administration and effectiveness in schools. It was recommended that the school administrators should sustain the high level of parents' involvement in school administration in order to maintain cordial relationship between the parents and the school authorities. Since parents' involvement in school administration was not significantly related to the effectiveness of the schools, the government and other stakeholders should make the teaching-learning environment of the schools more conducive in order to improve their effectiveness.

Asiyai, (2012) carried out a study that investigated school facilitates in public secondary schools in Delta State, Nigeria. The purpose of the study was to find out the state of the facilities, the types of maintenance carried out on the facilities by school administrators, the factors encouraging school facilities depreciation and the roles of school administrators in the management and maintenance of school facilities. The study employed the ex-post-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling techniques from all the 358 public secondary schools in the state. Findings revealed that school facilities in the schools are generally in a state of disrepair. The findings further revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities. The factors encouraging school facilities deprecation included excess pressure on available facilities and delayed maintenance amongst others. The roles of school administrators in the management and maintenance of school facilities included periodic

inspection of facilities and decentralization of maintenance. The study recommended that school administrators, teachers and students should develop and inculcate good maintenance culture. Government should budget for facilities maintenance and allocate more funds to schools for effective management and maintenance of school facilities.

Oghuvbu & Okoro (2007) carried out a study that examined the contributions of community leaders in the assessment of secondary school administration in Nigeria. It also identified ways of enhancing the administration of secondary schools as perceived by community leaders. A forty-seven items questionnaire was administered to 4200 respondents used in this study. Three research questions were raised and answered using percentages. Five hypotheses were formulated and tested using Chi-square test at 0.05 level of significance. The study revealed that, secondary school principals and teachers are dedicated to duty. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty and contribution toward community development, student disciplines and involvement in community activities in secondary schools in Nigeria.

Nwite(2015)investigated principal's management support practices for enhancing teachers' performance in secondary schools in Nigeria. The study adopted the survey research design, the population comprised of all the principals and teachers in public secondary schools in Ebonyi State totaling 5,083 (221 principals and 4862 teachers) out of which a sample of 1803 respondents were selected using proportionate random sampling techniques. A structured questionnaire "Principals' Management Support Practice (PMSPQ) and Teachers' view on Management Support Practices Questionnaire (TVMSPQ) were the instruments used for data collection. The four research questions

were answered using mean score statistics while the hypotheses were tested at 0.05% level of significance using z-test. The result of data analysis showed that most school principals lacked supervisory skills and as a result entrusted academic supervision in the hands of external supervisors. Most principals feel reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher degree from principals for fear of victimization. The result on motivation and welfare of teachers showed no significant difference in the mean ratings of both the principals and teachers. In the light of the findings, recommendations were made.

Oboegbulem (2013) carried out a study that examined the constraints to administrative roles of principals in Owerri Education Zone. A 25-item questionnaire was used to gather information on financial, physical, equipment and staff personnel administration constraints to administrative leadership roles of the principals. A mean of 2.50 indicated the acceptance of an item as a constraint, 50% of the total number of principals in the zone was sampled using proportionate purposive sampling technique. Conbach Alpha was used to determine the internal reliability of the instrument. The result showed among others that; inadequate funds to procure facilities and equipment, inadequate funds for organizing seminars and worships, poor condition of service for teachers, insufficient vehicles for supervisory, duties and other administrative duties, poor teacher development plan and no criteria for positing newly recruited teachers, as constraints to the administrative leadership roles, of the principals. The implications of the findings and recommendations were made.

Aycni (2012) carried out a study that investigated the nature of principals' supervisory roles and the perceived effectiveness of principals in the supervision of

teachers' instructional tasks. Furthermore, it investigated the constraints faced by principals in the performance of supervisory duties in the teaching-learning process. This was with a view to providing information on the utilisation of principals' roles in enhancing quality assurance in secondary schools. The study employed the descriptive survey design. The target population comprised principals and teachers in secondary schools in Ondo state. The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. The secondary schools were selected using stratified random sampling method from five Local Government Area. Three research instruments were used for data collection; they are Principals' Supervision Rating Scale (PSRS), Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (FGDG). Three research questions were resolved based on percentage and mean scores. The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students' learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

Nkwoh (2011) carried out a study that investigated the administrative roles of private secondary school Principals in Aba education zone of Abia State. It was a survey research and it adopted seven research questions that guided the study. A sample of 616 respondent' was chosen from group of teachers of schools. The 616 respondents were

selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35 - item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on Likert's 4 - point scale - Highly Effective, Effective, Moderately Effective and Not Effective - was used to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students' personnel administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school-community relation and they were not effective in school plants. Based on the discussions and conclusions, the researcher made some of the following recommendations. The selection of principal should be done based on certain criteria which arc logically laid down by the state education board and made available to prospective principals. There is need for regular seminars and workshops for private secondary school principals on principals administrative roles, theprincipals should also be sensitized on how to show concern to staff and build cohesive work groups for the delivery and achievement of educational goals.

2.13 Summary

This chapter looked at different theories and the most appropriate ones most suitable to this work were selected. Among the theories selected in this chapter, for this study are system theory, decision making theory and human relation theory. The administrative roles the principal is expected to carry out on a daily basis were examined and how these roles affect teaching and learning in secondary schools. The administrative roles discussed in this study are “building interpersonal relationship,decision making,

ensuring propercommunication,instructional supervision,staff development, maintenance of discipline, building school and host community relationship and maintenance of school facilities".In doing this, a vast array of literature was reviewed. Some empirical studies previously carried out by other researchers were discussed as it relates to the focus of this study.This relation was in the area of methodology, data analysis, findings and recommendations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the entire procedure used in evaluating the role performance of secondary school principals in the Benin Metropolis which is the focus of this research work. It explains specifically the type of research design adopted, the population of interest in the study, sample of the population that represented it and sampling techniquesadopted. Also, the instrumentation used in the study, its validity and reliability were looked into. Finally the way and manner the instrument was administered and the procedure for data analysis was also discussed in this chapter.

3.2 Research Design

Survey research design or methodology which is a field of applied statistics that studies the sampling of individual units from a population was used for this study.Survey uses data collection techniques such as questionnaire in garnering data.The researcher collected/polled the opinions of teachers, vice-principals and the principals themselves on the role performance of secondary school principals. This poll was conducted inBenin City metropolis which cut across Oredo, Egor and Ikpoba-Okhalocal government areas of Edo state.

3.3Population

The population for this study comprised all Principals, Vice-principals and teachers of secondary schools in the Benin Metropolis of Edo State. The Benin Metropolis is made up of three Local Government Areas, namely; Oredo, Egor and

Ikpoba-Okha Local Government Areas with a total of 290 secondary schools. This number is made up of 45 public and 245 private secondary schools.In Oredo local government area of Edo state there are 13 public and 68 private secondary schools respectively. Also in Ikpoba-Okha local government area of Edo state, there are 20 public and 82 private secondary schools respectively. But in Egor local government area of Edo state, there are12 public and 95 private secondary schools respectively. The total population of Principals, Vice-Principals and teachers in the three local government areas that make up the Benin Metropolis is6668. Table 1 below is the population table for the study.

Table 1: Population of the Study

Local Government Area/Schools		Population of Principals	Population of Vice-Principals	Population of Teachers
Oredo	Public Schools	13	26	377
	Private Schools	68	136	1632
Egor	Public Schools	20	40	400
	Private Schools	82	164	1558
Ikpoba-Okha	Public Schools	12	24	216
	Private Schools	95	190	1615
Total		**290**	**580**	**5798**

Source: Edo State Ministry of Education 2016

Source: Edo State Ministry of Education 2016

3.4 Sample and Sampling Techniques

Out of the total population of 6668respondents in the three local government areas of interest, the researcher made use of a sample of 357respondents. This sample was used in line with a table constructed by Krejcie and Morgan in (Aliyu 2016). This sample size was then shared among Oredo, Ikpoba Okha and Egor local government areas with each

getting 126, 122 and 115 samples respectively. This was achieved using theProportionate sampling distribution.

Using the same Proportionate sampling distribution, a total of Four Principals,Nine Vice-Principals and 107 Teachers were sampled for Egor local government area. While for Oredo local government area,a total sample of Six Principals,11 Vice-Principals and 105 Teachers was achieved. Finally, for Egor local government area, of Six Principals,11 Vice-Principals and 98 Teachers were selected to represent the population. From the forgoing, a total number of357 respondents as earlier stated were to be used as respondents to the instrument of the study. This comprised of16 Principals, 31 Vice-principals and 310 Teachers. The sample distribution for the local government areas and respondents is given in table 2 below.

Table 2: Sample of the Study

Local Government Area	Sample of Principals	Sample of Vice-Principals	Sample of Teachers	**Total**
Oredo	4	9	107	**120**
Egor	6	11	105	**122**
Ikpoba-Okha	6	11	98	**115**
Total	**16**	**31**	**310**	**357**

The simple random sampling technique was adopted in selecting the schools to be visited by the researcher. In this technique, the researcher drew up three lists of schools for each of the three local government areas in the Benin Metropolis. Starting with one local government area at a time, the serial number for each school as it appears in the list was written down in pieces of papers. These numbered pieces of papers were used to represent the schools in the random sampling selection process. These numbers

representing each school were placed in a non transparent bag. The researcher then requested friends, colleagues and research assistants to draw one number at a time from the bag. The names of the secondary schools whose numbers were drawn were written down to be visited in the local government area. This technique was repeated for all three local government area of interest.

3.5 Instrumentation

The instrument used for this study to elicit responses from respondents was a well structured closed ended questionnaire. The reason behind intending to adopt the questionnaire for this study is the fact that it has been recommended by many researchers for use in social science researches. This recommendation is due to its ease of use for large number of respondents and minimum cost effectiveness. Other reasons are its confidentiality which helps in encouraging honest and unbiased responses and ease in interpretation. The questionnaireAssessment of the Role Performance of Principals in Secondary Schools (ARPPSS) used for this study was designed by Maina (2014).

The questionnaire comprisednine sections(sections A-I). Section A has the respondents Bio-Data which are status (principal, teacher, official of M.O.E/proprietor), gender (male or female) and ownership of school (private or public). Others are type of school (day school, boarding and boarding/day) and location of school (rural or urban). Section B is therole performance of principals on interpersonal relationship in secondary schools while section C is on therole performances of principals on decision making process in secondary schools. Section D deals with therole performance of principals on communication in secondary schools and section E is on therole performance of principals on supervision in secondary schools. Section F is on the role performance of

principals on staff development in secondary schools while section G is on therole performance of principals on maintenance of discipline in secondary schools. Finally section H is on therole performance of principals on school community relationship in secondary schools and section I is therole performance of principals on maintenance of facilities in secondary schools.

Thesewell-structured questions are specially and specifically made to elicit important responses from the respondents on the role performance of secondary school principals. The responses are vital in evaluating how the principals are performing in their roles as school heads and how well they are doing in achieving set educational goals. Also, these responses werestructured in a five point rating scale from 1 - 5. They are strongly agree, agree, undecided, disagree and strongly disagree.

3.5.1 Validity of the Instrument

The content validity of the instrument was determined by experts in Educational Administration and Planning, curriculum and English language to make meaningful commentary and observations. The panel of experts to validate the instrument consisted of two supervisors and other expert in the faculty of Education. This was to confirm if the items and contents of the instrument will be able to produce the particular data needed for the study. Their observations, comments, suggestions and recommendations were used to produce the final version of the instrument.

3.5.2 Pilot Study

Pilot study was carried outin Oredo Local Government area of the state using a total of 50 copies of questionnaires to assess the instrument. The 50 copies of

questionnaires were used randomly on a sample of five principals, 10 vice-principals and 35 teachers from five secondary schools in the local government area.

3.5.3 Reliability of the Instrument

The reliability of the instrument was achieved by use of statistical approach. The Cronbach's alpha of various sections of the instrument was computed and the Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance was used to test the level of significance of the calculated alpha and given as follows; interpersonal relationship 0.787, decision making0.719, communication0.786, instructional supervision0.770, staff development0.825, maintenance of discipline0.794, school community relationship0.798 and maintenance of school facilities0.862. This showed that the instrument was reliable enough to be used for data collection in the entire study.

3.9 Procedure for Data Collection

The researcher obtained a letter of introduction from the Head of Department which assisted him in getting the permission of the Edo State Ministry of Education to obtain the required information and assistance and other assistance needed.The researcher personally visited the Ministry of Education and the sampled schools in Benin Metropolis.The questionnaire was structured for data collection from principals, vice-principals and teachers in the Benin Metropolis. It was designed in such a way that the respondents will indicate their response with a simple (√) tick. The questionnaire consisted of 86 items; the items were drawn based on the hypotheses. Copies of the structured questionnaires were administered by the researcher and three research assistants.The respondents were met at their various schools and places of work. They were educated by the researcher on the purpose of the research and the need for them to

provide valid, true and honest responses. The research instruments were administered to them and were also collected on the spot immediately they fill in their responses. The reason for all of these is to avoid any form of bias in their responses. These responses were thereafter subjected to analysis.A total of 357 research instruments (Questionnaire in this case) were personally administered to respondents by the researcher out of which all were successfully retrieved.

3.10Procedure for Data Analysis

In analyzing the collected responses now coded as data, descriptive statistical method of frequency and percentages was used for the bio data and research question and the use of Analysis of Variance (ANOVA) was used to test the hypotheses. This wasdetermined at 0.05 percent level of significance and statistical package for social science (S.P.S.S) was used. The acceptability or rejection of the Null hypothesis was determined.ANOVA is normally used to test or establish the significant difference between the opinions of three or more groups of respondents. The entire data presentation, testing process and detailed result are presented in chapter four of this study. This result will besummarized and used to draw up necessary inferences and conclusions and thereafter valid recommendations will be made.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. This analysis of data focused mainly on the respondents' opinions on the assessment of the role performance of principals of secondary schools in Benin Metropolis. The respondents' gave their opinions on items stated in the questionnaire on the role performance of principals in secondary schools by ticking (√) on a likert-type five scale. The likert scale was later represented with scores ranging from 1- 5. The researcher then used descriptive statistics for the comparism of frequency counts and percentage. Then one way analysis of variance (ANOVA) was used to determine the homogeneity of the responses given by the respondents (teachers, vice-principals and principals). This is because it helps in determining the association between two or more attributes or variables.

4.2 Analysis of Data

A total of 357copies of questionnaire were producedandadministered to principals, vice-principals and teachers in schools in the Benin Metropolis. All were administered were successfully retrieved from the respondents. Here, the result of various sections of the questionnaire will be represented in tables and explained.

Table 3: Bio Data of Respondents

S/N	Item Statement	Respondents	Frequency	Percentage
1.	Status	Principals	16	4.48
		Vice-Principals	31	8.68
		Teachers	310	86.8
2.	Sex	Male	188	52.7
		Female	169	47.3
3.	Location	Rural	357	100
		Urban	-	-

Table 3 above shows the bio-data of respondents with 16 principals, 31 vice-principals and 310 teachers representing 4.48, 8.68, and 86.8 percent respectivelyparticipated in the study.A total of 188respondents representing 52.7% were male while 169 representing 47.3% were female.Meanwhile, all schools were in the urban area of the state.

4.2.1Responses toResearch Question 1

What is the impact of the role performance of principals in Interpersonal Relationshipamongst teaching and non-teaching staff as well as studentsin secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section B item numbers 1-10 as indicated in Table 4. Table 4 reveals the views of principals, vice-principals and teachers on the role performance of principals in engendering Interpersonal Relationshipamongst teaching and non-teaching staff as well as studentsin Secondary Schools in Benin Metropolis. Item 1 tries to show whether principals in Secondary Schools in the Benin Metropolis interacts freely with their subordinates. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all accepted with their mean score of 4.52, 4.46 and 4.41 respectively. Item 2 also tries to show whether

principals encourages teachers to work in harmony in Secondary Schools in Benin Metropolis. The responses of all three groups of respondents (principals, vice-principals and teachers) all gave acceptable decision means of 4.65, 4.60 and 4.45 respectively. In item 3, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 4.29, 4.11 and 4.10 respectively and were subsequently accepted. This item set out to show if principals of Secondary Schools in the Benin Metropolisencourages teachers to have good interpersonal relationship with students. In item 4, the aim was to find out if principals of Secondary Schools in the Benin Metropolisemphasized on peaceful coexistence among students. The decision means of 1.68, 1.65 and 1.83 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all rejected.

Table 4: Views of principals, vice-principals and teachers on the role performance of principals in Interpersonal Relationship amongst teaching and non-teaching staff as well as students in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal in my school interacts with his/her subordinates freely.	Principals	9	6	-	-	1	4.52	0.669
		Vice-Principals	16	12	1	1	1	4.46	0.745
		Teachers	158	139	3	4	6	4.41	0.767
2.	The principal encourages teachers to work in harmony.	Principals	11	5	-	-	-	4.65	0.481
		Vice-Principals	18	12	1	-	-	4.60	0.509
		Teachers	170	124	4	6	6	4.45	0.776
3.	The principal encourages teachers to have good interpersonal relationship with students.	Principals	9	4	1	1	1	4.29	1.084
		Vice-Principals	12	14	2	2	1	4.11	0.957
		Teachers	115	152	17	11	15	4.10	1.002
4.	The principal in my school emphasizes on peaceful coexistence among students.	Principals	11	-	5	9		1.68	1.045
		Vice-Principals	12	11	1	6		1.65	0.879
		Teachers	12	16	10	136	136	1.83	1.004
5.	The principal's leadership role leads to good relationship between school and local community.	Principals	6	8	1	-	1	4.21	0.845
		Vice-Principals	11	15	2	1	2	4.08	1.001
		Teachers	86	179	23	11	11	4.03	0.893
6.	The principal is not at logger heads with staff in my school.	Principals	1	1	1	5	8	1.65	0.864
		Vice-Principals	1	2	2	10		1.75	1.011
		Teachers	14	31	35	105	126	2.04	1.151
7.	The principal's ability to relate well with teachers makes them engage in extracurricular activities in the school.	Principals	1	3	1	7	4	2.33	1.178
		Vice-Principals	2	5	3	12	9	2.28	1.281
		Teachers	17	43	22	130	98	2.20	1.188
8.	The principal relates well with his/her vice principals in my school.	Principals	1	-	1	5	9	1.46	0.714
		Vice-Principals	1	1	1	13		1.62	0.768
		Teachers	8	10	1	143	135	1.76	0.893
9.	Officials of MOE/Board of directors see the principal as a humble person.	Principals	1	-	1	4	10	1.41	0.733
		Vice-Principals	-	1	1	12		1.55	0.700
		Teachers	63	22	11	51	64	1.61	0.802
10.	The PTA officials have good interpersonal relationship with the principal.	Principals	1	1		1	6	1.73	0.807
		Vice-Principals	1		2	3	11	1.75	0.883
		Teachers	61	74	13	31	13	1.93	0.935
			2.81	**0.886**					

Item 5, was to show if principal's leadership role leads to good relationship between Secondary Schools in the Benin Metropolisand local community.The decision means 4.21, 4.08 and 4.03 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. To find out if the principals of Secondary Schools in the Benin Metropolisis at logger heads with staff of the schools was what item 6 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 1.65, 1.75 and 2.04 respectively and all decision means were rejected. For item 7, it was to find out if principal's inabilities to relate well with teachers makes them disengage from extracurricular activities in Secondary Schools in the Benin Metropolis. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 2.33, 2.28 and 2.20 and were all rejected. Item 8 was to find out if principals does not relate well with their vice principals in Secondary Schools in the Benin Metropolis. All decision means were rejected as they were found to be 1.46, 1.62 and 1.76 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 9 was to know if Officials of MOE/Board of directors see the principals of Secondary Schools in the Benin Metropolisas arrogant persons. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 1.41, 1.55 and 1.61 and were all rejected. Item 10 was also to know if the PTA officials do not have good interpersonal relationship with principal of Secondary Schools in the Benin Metropolis. The decision means for all groups of respondents (principals, vice-principals and teachers) were 1.73, 1.75 and 1.93 and were subsequently rejected.

4.2.2Responses toResearch Question 2

What is the impact of the role performance of principals on decision making process in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section C item numbers 1-10 as indicated in Table 5.Table 5reveals the views of principals, vice-principals and teachers on the role performance of principals on decision making process in Secondary Schools in Benin Metropolis. Item 1 was to know if principals involve teachers in decision making process on issues that affect them in Secondary Schools in the Benin Metropolis. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 4.33, 4.28 and 4.05 and were all accepted. Item 2 was to find out if the principal of Secondary Schools in the Benin Metropolisinvolves non-teaching staff in decision making process on issues that affect them. All decision means were accepted as they were found to be 3.84, 3.49and 3.49 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). For item 3, it was to find out if students take part in decision making process in Secondary Schools in the Benin Metropolis. The decision means of the responses of both the principals and vice-principals were 3.10 and 3.08 respectively which were accepted. But in the case of the teachers, the decision mean of their responses was 2.89 and was rejected. Item 4 was also to know if the PTA takes part in the decision making of Secondary Schools in the Benin Metropolis. The decision means for all groups of respondents (principals, vice-principals and teachers) were 3.68, 3.94 and 3.78 and were all accepted.

Table 5: Views of principals, vice-principals and teachers on the role performance of principals on decision making process in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal involves teachers in decision making process on issues that affect them.	Principals	6	7	1	1	1	4.33	0.762
		Vice-Principals	14	13	1	2	1	4.28	0.944
		Teachers	102	155	22	22	9	4.05	1.029
2.	The principal involves non-teaching staff in decision making process on issues that affect them.	Principals	4	7	2	2	1	3.84	1.537
		Vice-Principals	5	13	4	7	2	3.49	1.378
		Teachers	52	112	60	62	19	3.49	1.401
3.	The students take part on decision making process in my school.	Principals	1	7	2	4		3.10	1.388
		Vice-Principals	3	10	4	9	5	3.08	1.578
		Teachers	27	71	54	108	44	2.89	1.490
4.	PTA takes part on the decision making of my school.	Principals	3	7	3	2		3.68	1.479
		Vice-Principals	5	16	4	3		3.94	1.396
		Teachers	44	141	62	34		3.78	1.514
5.	Members of the local community take part in the decision making process in my school.	Principals	1	4	3	5		2.57	1.388
		Vice-Principals	1	4	8	14		2.84	1.800
		Teachers	18	34	79	113	57	2.63	1.456
6.	The principal does not allow influence peddling to make him/her change the decisions agreed upon at meetings.	Principals	11	2	8			2.10	1.043
		Vice-Principals	1	2	4	17	7	2.29	1.492
		Teachers	9	30	61	142	57	2.59	1.668
7.	The principal communicates to the ministry of education/proprietor on the decisions made during meetings.	Principals	4	8	2	1	1	4.10	1.500
		Vice-Principals	7	13	4	4	2	3.91	1.664
		Teachers	54	130	58	46	13	3.70	1.394
8.	The principal welcomes ideas during staff meeting.	Principals	8	6	1	-	1	4.37	0.829
		Vice-Principals	15	13	1	1	1	4.31	1.016
		Teachers	124	144	12	17	9	4.24	1.117
9.	Most of the times the principal takes decisions unilaterally.	Principals	1	3	1	7		2.62	1.486
		Vice-Principals	1	7	2	14	5	2.84	1.861
		Teachers	18	77	52	117	31	3.05	1.679
10.	Most teachers in my school engage in school activities because they are involved in decision making process on issues that affect them.	Principals	12	1		8	4	2.17	1.115
		Vice-Principals	1	1	2	18	9	1.97	1.166
		Teachers	14	26	30	161	76	2.23	1.260
								3.28	**1.361**

In item 5, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 2.57, 2.84 and 2.63 respectively and were all rejected. This item was to show if Members of the local community take part in the decision making process of Secondary Schools in the Benin Metropolis. Item 6 was to show if principals allows influence peddling to make them change the decisions agreed upon at meetings in Secondary Schools in the Benin Metropolis. From the responses the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all rejected with their mean score of 2.10, 2.29 and 2.59 respectively. Item 7, set to show if the principal communicates to the ministry of education/proprietor on the decisions made during meetings in Secondary Schools in the Benin Metropolis. The decision means 4.10, 3.91 and 3.70 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. To find out if the principals of Secondary Schools in the Benin Metropoliswelcome ideas during staff meeting was what item 8 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 4.37, 4.31 and 4.24 respectively and all decision means were accepted. In item 9, the aim was to find out if principals of Secondary Schools in the Benin Metropolismost of the times takes decisions unilaterally. The decision means of the responses of the principals and vice-principals were 2.62 and 2.84 respectively which were rejected. But the decision mean from the responses of the teachers was 3.05 and was accepted. Item 10 also tries to show if most teachers in Secondary Schools in Benin Metropolisdisengage from school activities because they are not involved in decision making process on issues that affect them. The

responses of all three groups of respondents (principals, vice-principals and teachers) produced decision means of 2.17, 1.97 and 2.23 respectively and were all rejected.

4.2.3Responses toResearch Question 3

What is the impact of the role performance of principals in communication in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section D item numbers 1-10 as indicated in Table 6. Table 6 reveals the views of principals, vice-principals and teachers on the role performance of principals in facilitating communication in Secondary Schools in Benin Metropolis. Item 1 was to know if the principal of Secondary Schools in the Benin Metropoliscommunicates to staff and students on matters that affect the school through circulars. The decision means for all groups of respondents (principals, vice-principals and teachers) were 3.41, 3.83 and 3.55 and were subsequently accepted. Item 2 was to find out, if the principals of Secondary Schools in the Benin Metropolis communicate to staff and students on matters that affect the school through Bulletin Boards. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 3.02, 3.48 and 3.06 respectively and all decision means were accepted. Item 3, was to show if the principals of Secondary Schools in the Benin Metropolisbriefs members of staff before morning assemblies. The decision means 3.22 and 3.42 of the responses ofprincipals and vice-principals were accepted. But that of teachers 2.97 was rejected.

Table 6: Views of principals, vice-principals and teachers on the role performance of principals incommunication in Secondary Schools in Benin metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal communicates to staff and students on matters that affect the school through circulars.	Principals	4	5	1	4	1	3.41	1.315
		Vice-Principals	8	15	2	5	1	3.83	1.313
		Teachers	62	128	24	71	19	3.55	1.404
2.	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.	Principals	2	4	1	7	2	3.02	1.651
		Vice-Principals	3	12	3	9	2	3.48	1.705
		Teachers	24	104	38	97	40	3.06	1.518
3.	The principal briefs members of staff before morning assemblies.	Principals	3	4	3	5	1	3.22	1.442
		Vice-Principals	3	10	3	11	2	3.42	1.873
		Teachers	31	80	41	118	34	2.97	1.460
4.	The principal communicate to members of staff development from the ministry of education/board of directors.	Principals	1	1	1	7	5	1.79	0.901
		Vice-Principals	1	2	2	18	7	2.24	1.405
		Teachers	12	24	40	167	64	2.30	1.263
5.	The principal communicate to school community development from local community.	Principals	1	2	1	7	4	2.57	1.653
		Vice-Principals	2	5	7	12	3	2.97	1.793
		Teachers	18	43	88	111	40	2.81	1.488
6.	The principal allows free flow of information from bottom to top.	Principals	4	8	1	2	1	3.92	1.517
		Vice-Principals	7	15	2	3	1	3.98	1.314
		Teachers	68	115	25	38	15	3.84	1.323
7.	The principal allows free flow of information from top to bottom.	Principals	6	8	1	1	-	4.40	0.853
		Vice-Principals	9	18	1	1	1	4.32	1.129
		Teachers	77	173	22	25	6	4.05	1.136
8.	The principal has good selection of words in communicating to staff and students.	Principals	8	7	1	-	1	4.43	0.689
		Vice-Principals	10	18	1	1	1	4.41	1.202
		Teachers	96	170	18	15	9	4.12	1.009
9.	The principal makes objective evaluation for staff during the annual performance evaluation.	Principals	7	7	1	1	-	4.25	1.047
		Vice-Principals	10	14	3	2	1	4.28	1.384
		Teachers	65	149	52	27	6	3.94	1.229
10.	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.	Principals	2	5	3	4	2	3.19	1.469
		Vice-Principals	3	10	7	7	3	3.44	1.690
		Teachers	34	87	66	76	43	3.13	1.568
								3.48	**1.358**

Item 4 was to find out, if the principals in Secondary Schools in the BeninMetropolisdo not communicate to members of staff on development from the ministry of education/board of directors. All decision means were rejected as they were found to be 1.79, 2.24 and 2.30 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 5 tries to show if principals ofSecondary Schools in Benin Metropolisdo not communicate to the school community, development from local community. The responses of all three groups of respondents (principals, vice-principals and teachers) produced decision means 2.57, 2.97 and 2.81 respectively and were all rejected. Item 6 was to know if principals of Secondary Schools in the Benin Metropolis allow free flow of information from bottom to top. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 3.92, 3.98 and 3.84 and were all accepted. In item 7, the aim was to find out if principals of Secondary Schools in the Benin Metropolisallow free flow of information from top to bottom. The decision means of 4.40, 4.32 and 4.05 respectively were gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. Item 8 was to show whether principals in Secondary Schools in the BeninMetropolis has good selection of words in communicating to staff and students. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all accepted as their mean were 4.43, 4.41 and 4.12 respectively. In item 9, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 4.25, 4.28 and 3.94 respectively and were accepted. This item was set out to show if principals of Secondary Schools in the Benin Metropolismakes objective evaluation for staff during

the annual performance evaluation. For item 10, it was to find out if principals of Secondary Schools in the Benin metropolis ensure that ICT facilities are installed for students and staff to communicate with other people outside school. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 3.19, 3.44 and 3.13 were accepted**.**

4.2.4Responses toResearch Question 4

What is the impact of the role performance of principals on supervision in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section E item numbers 1-10 as indicated in Table 7 below. Table 7reveals the views of principals, vice-principals and teachers on the role performance of principals on supervision in Secondary Schools in Benin Metropolis. In item 1, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 4.60, 4.44 and 4.31 respectively and were subsequently accepted. This item set out to show if principals of Secondary Schools in the Benin Metropolisgoes round classrooms every day to ensure instructions are taking place. In item 2, the aim was to find out if principals of Secondary Schools in the Benin Metropolisensure that teachers make entries in the scheme of work every week. The decision means of 4.44, 4.44 and 4.42 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted.

Table 7: Views of principals, vice-principals and teachers on the role performance of principals on supervision in Secondary Schools in Benin metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal goes round classrooms every day to ensure instructions are taking place.	Principals	10	5	-	1	-	4.60	0.661
		Vice-Principals	16	12	1	1	1	4.44	0.754
		Teachers	148	124	12	18	6	4.31	0.997
2.	The principal ensures that teachers make entries in the scheme of work every week.	Principals	7	8	1	-	-	4.44	0.532
		Vice-Principals	15	13	1	1	1	4.44	0.863
		Teachers	147	147	6	8	2	4.42	0.756
3.	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.	Principals	8	7	1	-	-	4.49	0.535
		Vice-Principals	18	11	-	1	1	4.54	0.665
		Teachers	167	130	3	6	2	4.51	0.809
4.	The principal ensures that teachers only teach areas they specialized.	Principals	6	6	1	2	1	4.02	1.289
		Vice-Principals	11	14	2	2	1	4.10	1.091
		Teachers	89	133	27	46	13	3.79	1.201
5.	The principal ensures that teachers are not overloaded with work.	Principals	6	7	1	1	1	4.32	1.446
		Vice-Principals	7	173	3	1		3.93	1.021
		Teachers	55	139	49	40	18	3.71	1.378
6.	The principal does encourage experienced teachers to mentor the inexperienced ones.	Principals	5	6	1	2	1	3.63	1.299
		Vice-Principals	8	10	2	8	3	3.48	1.452
		Teachers	58	120	46	62	18	3.54	1.367
7.	The principal ensures that HODs mentor the new staff posted to their departments.	Principals	6	8	1	-	1	4.38	0.923
		Vice-Principals	10	17	2	2	-	4.22	1.102
		Teachers	77	158	40	18		64.04	1.155
8.	The principal ensures that teachers do not miss their classes.	Principals	9	6	1	-	-	4.57	0.530
		Vice-Principals	17	13	-	1	-	4.64	0.871
		Teachers	148	142	6	5	5	4.45	0.911
9.	The principal ensures that students are not outside classes for no reason.	Principals	9	7	-	-	-	4.57	0.499
		Vice-Principals	19	10	1	-	1	4.67	0.818
		Teachers	164	127	6	6	3	4.50	0.858
10.	The principal care about orientation for newly recruited teachers before they start work.	Principals	-	2	1	7		62.14	1.575
		Vice-Principals	1	2	1	15	10	2.08	1.324
		Teachers	12	2424		151	96	2.12	1.218
								4.040.997	

Item 3 was to know if the principals of Secondary Schools in the Benin Metropolisensure that teachers prepare lesson plans and lesson notes before they go to class. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 4.49, 4.54 and 4.51 and were all accepted. To find out if the principals of Secondary Schools in the Benin Metropolisensure that teachers only teach areas they specialized was what item 4 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 4.02, 4.10 and 3.79 respectively and all decision means were accepted. For item 5, it was to find out if principal ensures that teachers are not overloaded in Secondary Schools in the Benin Metropolis. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 4.32, 3.93 and 3.71 and were all accepted. Item 6 was to find out if principals do encourage experienced teachers to mentor the inexperienced ones in Secondary Schools in the Benin Metropolis. All decision means were accepted as they were found to be 3.63, 3.48 and 3.54 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 7 was also to know if the principals ensure that HODs mentor the new staff posted to their departments in Secondary Schools in the Benin Metropolis. The decision means for all groups of respondents (principals, vice-principals and teachers) were 4.38, 4.22 and 4.04 and were subsequently accepted. Item 8 also tries to show whether principals ensures that teachers do not miss their classes in Secondary Schools in Benin Metropolis. The responses of all three groups of respondents (principals, vice-principals and teachers) all gave acceptable decision means of 4.57, 4.64 and 4.45 respectively. Item 9, was to show if principals ensure that students are not

outside classes for no reason in Secondary Schools in the Benin Metropolisand local community. The decision means 4.57, 4.67 and 4.50 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. Item 10 tries to show whether principals in Secondary Schools in the Benin Metropolis do not care about orientation for newly recruited teachers before they start work. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all rejected with their mean score of 2.14, 2.08 and 2.12 respectively.

4.2.5Responses toResearch Question 5

What is the impact of the role performance of principals in staff development in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section F item numbers 1-10 as indicated in Table 8 below. Table 8 reveals the views of principals, vice-principals and teachers on the role performance of principals in promoting staff development in Secondary Schools in Benin Metropolis. In item 1, the aim was to find out if principals of Secondary Schools in the Benin Metropolisrecommend teachers who are qualified for in-service training in my school. The decision means of 3.78, 3.93 and 3.72 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. To find out if the principals of Secondary Schools in the Benin Metropolisencourages and supports teachers to attend conferences was what item 2 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 4.11, 4.17 and 3.78 respectively and all decision means were accepted.

Table 8: Views of principals, vice-principals and teachers on the role performance of principals instaff development in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal recommends teachers who are qualified for in-service training in my school.	Principals	4	6	3	2	1	3.78	1.237
		Vice-Principals	8	13	6	3	1	3.93	1.154
		Teachers	65	117	68	43	11	3.72	1.341
2.	The principal encourages and supports teachers to attend conferences.	Principals	4	8	3	1	-	4.11	1.018
		Vice-Principals	9	18	2	1	-	4.17	0.837
		Teachers	62	158	43	31	12	3.78	1.131
3.	The principal encourages and supports teachers to attend workshops.	Principals	5	8	2	1	-	4.11	1.033
		Vice-Principals	8	17	3	2	-	4.12	0.882
		Teachers	58	158	43	31	15	3.76	1.173
4.	The principal encourages and supports teachers to attend seminars.	Principals	5	9	1	1	-	4.17	0.976
		Vice-Principals	8	19	2	1	1	4.14	0.827
		Teachers	71	161	40	24	9	3.95	1.169
5.	The principal encourages and supports teachers to attend symposia.	Principals	4	8	3	1	-	4.14	1.216
		Vice-Principals	7	18	4	1	1	4.08	0.977
		Teachers	53	148	57	34	9	3.77	1.208
6.	The principal encourages and support the experienced teachers to mentor the inexperienced ones.	Principals	1	2	1	8	4	2.14	1.342
		Vice-Principals	1	3	3	15	9	2.10	1.158
		Teachers	9	34	40	151	68	2.38	1.424
7.	The principal encourages and support orientation for newly recruited teachers in the school.	Principals	1	1	1	8	5	2.10	1.329
		Vice-Principals	-	2	2	17	10	2.02	1.341
		Teachers	9	30	31	167	71	2.24	1.259
8.	The principal encourages and support non-academic staff to go for in-service training.	Principals	1	1	2	8	4	2.21	1.272
		Vice-Principals	1	4	5	14	7	2.37	1.401
		Teachers	12	43	65	136	52	2.51	1.258
9.	The principal encourages and support non-academic staff to go for conferences.	Principals	1	12	7	5		2.16	1.298
		Vice-Principals	-	3	5	14	8	2.22	1.258
		Teachers	12	46	68	124	49	2.64	1.433
10.	The principal encourages and support non-academic staff to go for workshops and seminars.	Principals	1	1	3	7	4	2.22	1.313
		Vice-Principals	1	3	5	15	7	2.24	1.091
		Teachers	12	46	68	130	49	2.59	1.327
								3.13	**1.189**

Item 3 was to find out if principals encourage and support teachers to attend workshops in Secondary Schools in the Benin Metropolis. All decision means were accepted as they were found to be 4.11, 4.12 and 3.76 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 4 was also to know if the principal of Secondary Schools in the Benin Metropolis encourages and supports teachers to attend seminars. The decision means for all groups of respondents (principals, vice-principals and teachers) were 4.17, 4.14 and 3.95 and were subsequently accepted. Item 5 was to know if the principals of Secondary Schools in the Benin Metropolis encourage and support teachers to attend symposia. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 4.14, 4.08 and 3.77 and were all accepted. For item 6, it was to find out if principal do not encourage and support the experienced teachers to mentor the inexperienced ones in Secondary Schools in the Benin Metropolis. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 2.14, 2.10 and 2.38 and were all rejected. Item 7 also tries to show whether principals do not encourage and support orientation for newly recruited teachers in Secondary Schools in Benin Metropolis. The responses of all three groups of respondents (principals, vice-principals and teachers) gave decision means of 2.10, 2.02 and 2.24 respectively and were rejected. Item 8, was to show if the principals of Secondary Schools in the Benin Metropolisdo not encourage and support non-academic staff to go for in-service training. The decision means 2.21, 2.37 and 2.51 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all rejected. Item 9 tries to show whether principals in Secondary Schools in the Benin Metropolis do

not encourage and support non-academic staff to go for conferences. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all rejected with their mean score of 2.16, 2.22 and 2.64 respectively. In item 10, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 2.22, 2.24 and 2.59 respectively and were subsequently rejected. This item set out to show if principals of Secondary Schools in the Benin Metropolisdo not encourage and support non-academic staff to go for workshops and seminars.

4.2.6Responses toResearch Question 6

What is the impact of the role performance of principals onmaintenance of discipline in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section G item numbers 1-10 as indicated in Table 9 below.Table 9 reveals the views of principals, vice-principals and teachers on the role performance of principals on maintenance of discipline in Secondary Schools in Benin Metropolis. Item 1 was to find out if principals of Secondary Schools in the Benin Metropolis are disciplined and as such if he/she has the right to discipline others. All decision means were accepted as they were found to be 4.37, 4.50 and 4.34 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 2 tries to show whether principals are not capable to discipline teachers in Secondary Schools in the Benin Metropolis. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all rejected with their mean score of 1.89, 1.88 and 2.04, respectively.

Table 9: Views of principals, vice-principals and teachers on the role performance of principals on maintenance of discipline in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal is disciplined as such he/she has the right to discipline others.	Principals	8	6	-	1	1	4.37	0.955
		Vice-Principals	16	14	1	-	-	4.50	0.603
		Teachers	124	163	11	7	3	4.34	0.849
2.	The principal is capable to discipline teachers in my school.	Principals	1	1	1	8	6	1.89	1.220
		Vice-Principals	1	2	1	16	11	1.88	1.121
		Teachers	9	12	17	180	86	2.04	1.190
3.	The principal is capable to discipline students in my school.	Principals	-	1	1	7	7	1.65	0.806
		Vice-Principals	1	11	12	15		1.77	1.147
		Teachers	12	9	9	142	135	1.83	1.160
4.	The principal is capable to discipline non-academic staff in my school.	Principals	6	6	1	2	1	4.14	1.458
		Vice-Principals	10	16	1	2	1	4.13	1.258
		Teachers	71	155	31	31	18	3.82	1.248
5.	The principal allows free interaction between teachers and students.	Principals	5	8	1	1	1	4.02	0.992
		Vice-Principals	10	18	1	1	1	4.20	0.904
		Teachers	77	186	18	18	9	4.06	1.061
6.	The principal allows free interaction between non-academic staff and students.	Principals	-	1	1	10	4	1.97	1.121
		Vice-Principals	1	2	2	18	7	2.21	1.275
		Teachers	9	21	38	164	77	2.13	1.088
7.	The principal allows free movement of members of the local community in the school premises.	Principals	1	2	2	5	6	2.35	1.696
		Vice-Principals	3	4	3	11	9	2.71	1.893
		Teachers	18	41	44	124	74	2.49	1.488
8.	The principal allows staff on duty to discipline erring students.	Principals	6	8	1	1	-	4.16	0.971
		Vice-Principals	10	18	1	1	1	4.16	0.852
		Teachers	86	185	14	12	9	4.16	1.043
9.	The principal carry out management of discipline alone in my school.	Principals	4	9	1	1	1	3.98	1.198
		Vice-Principals	7	15	2	4	2	3.94	1.349
		Teachers	57	150	38	33	19	3.88	1.533
10.	The principal disciplines staff and students irrespective of influence peddling.	Principals	1	-	1	8	6	1.92	1.311
		Vice-Principals	1	2	1	16	11	2.01	1.299
		Teachers	6	12	32	169	86	2.05	1.174
			3.09	**1.175**					

In item 3, the aim was to find out if principals are not capable to discipline students in Secondary Schools in the Benin Metropolis. The decision means of 1.65, 1.77 and 1.83 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all rejected. Item 4 also tries to show whether principals are capable to discipline non-academic staffs ofSecondary Schools in Benin Metropolis. The responses of all three groups of respondents (principals, vice-principals and teachers) all gave acceptable decision means of 4.14, 4.13 and 3.82 respectively. To find out if the principals of Secondary Schools in the Benin Metropolisallow free interaction between teachers and students was what item 5 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 4.02, 4.20 and 4.06 respectively and all decision means were accepted. In item 6, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 1.97, 2.21 and 2.13 respectively and were subsequently rejected. This item set out to show if principals of Secondary Schools in the Benin Metropolisdoes not allow free interaction between non-academic staff and students. Item 7 was to know if the principals of Secondary Schools in the Benin Metropolis allow free movement of members of the local community in the school premises. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 2.35, 2.71 and 2.49 and were all rejected. Item 8 was also to know if the principals allow staff on duty to discipline erring students in Secondary Schools in the Benin Metropolis. The decision means for all groups of respondents (principals, vice-principals and teachers) were 4.16, 4.16 and 4.16 and were subsequently accepted. For item 9, it was to find out if principal

of Secondary Schools in the Benin Metropolis do not carry out management of discipline alone in my school. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 3.98, 3.94 and 3.88 and were all accepted. Item 10, was to show if principals cannot discipline staff and students because of influence peddling in Secondary Schools in the Benin Metropolis. The decision means 1.92, 2.01 and 2.05 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all rejected.

4.2.7Responses toResearch Question 7

What is the impact of the role performance of principals in school community relationship in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section H item numbers 1-10 as indicated in Table 10 below. Table 10 reveals the views of principals, vice-principals and teachers on the role performance of principals inenhancing school community relationship in Secondary Schools in Benin Metropolis. Item 1 was to show if principals ensures that Secondary Schools in the Benin Metropolisuses people from local community to give talks to students on religious issues. The decision means 3.59, 3.44 and 3.31 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. Item 2 was to know if the principals ensure that people from local community are made to give talks on health issues in Secondary Schools in the Benin Metropolis. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 3.67, 3.53 and 3.47 respectively and were all accepted.

Table 10: Views of principals, vice-principals and teachers on the role performance of principals inschool community relationship in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal ensures that school uses people from local community to give talks to students on religious issues.	Principals	4	6	1	4	1	3.59	1.603
		Vice-Principals	3	13	4	7	2	3.44	1.510
		Teachers	33	111	59	68	28	3.31	1.457
2.	The principal ensures that people from local community are made to give talks on health issues.	Principals	3	6	2	4	1	3.67	1.704
		Vice-Principals	2	16	4	7	1	3.53	1.331
		Teachers	36	123	57	64	21	3.47	1.501
3.	The principal invites the local community to witness school programmes/events.	Principals	4	8	1	1		4.08	1.336
		Vice-Principals	6	18	2	3	-	4.17	1.351
		Teachers	73	161	36	21	8	4.09	1.351
4.	The principal allows members of the local community to share school facilities such as water and football field.	Principals	3	3	2	5	2	3.24	1.692
		Vice-Principals	3	11	5	9	3	3.25	1.563
		Teachers	23	77	73	90	33	3.09	1.566
5.	The principal attends ceremonies of the local community to cement good relationship between school and local community.	Principals	4	7	2	2	1	3.94	1.435
		Vice-Principals	5	15	6	4	1	3.84	1.317
		Teachers	39	143	70	32	16	3.67	1.348
6.	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	Principals	1	4	5	5	1	3.25	1.656
		Vice-Principals	2	7	10	8	3	3.09	1.610
		Teachers	25	61	117	68	26	3.20	1.562
7.	The principal ensures that preference is given to the local community during admission exercise.	Principals	2	3	5	5	1	3.22	1.699
		Vice-Principals	2	7	8	10	2	3.27	1.755
		Teachers	26	82	102	69	19	3.28	1.466
8.	The principal ensures that consumables and other essential items for staff and students are purchased from the local community.	Principals	2	5	4	4	-	3.56	1.400
		Vice-Principals	2	11	8	8	1	3.40	1.432
		Teachers	32	98	86	71	13	3.39	1.428
9.	The principal uses elders in the local community in tackling problems of indiscipline.	Principals	1	3	4	5		23.11	1.752
		Vice-Principals	1	7	8	11	4	2.89	1.626
		Teachers	14	61	89	101	37	2.89	1.465
10.	The principal uses his position to get accommodation for staff in the local community.	Principals	1	3	5	4	3	3.08	1.772
		Vice-Principals	2	7	9	8	3	3.27	1.777
		Teachers	20	57	102	87	33	3.01	1.518
								3.41	**1.533**

Item 3 tries to show whether principals of Secondary Schools in the Benin Metropolisinvites the local community to witness school programmes/events. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all accepted with their mean score of 4.08, 4.17 and 4.09 respectively. In item 4, the decision means of all three groups of respondents (principals, vice-principals and teachers) were found to be 3.24, 3.25 and 3.09 respectively and were subsequently accepted. This item set out to show if principals of Secondary Schools in the Benin Metropolisallow members of the local community to share school facilities such as water and football field. In item 5, the aim was to find out if principals attend ceremonies of the local community to cement good relationship between Secondary Schools in the Benin Metropolisand local community. The decision means of 3.94, 3.84 and 3.67 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. Item 6 was also to know if the principals of Secondary Schools in the Benin Metropolis ensure that majority of lower positions of non-academic staff are occupied by the local community. The decision means for all groups of respondents (principals, vice-principals and teachers) were 3.25, 3.09 and 3.20 and were subsequently accepted. Item 7 was to find out if principals ensure that preference is given to the local community during admission exercise in Secondary Schools in the Benin Metropolis. All decision means were accepted as they were found to be 3.22, 3.27 and 3.28 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). For item 8, it was to find out if principal of Secondary Schools in the Benin Metropolis ensures that consumables and other essential items for staff and students are purchased from the local

community. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 3.56, 3.40 and 3.39 and were all accepted. Item 9 also tries to show whether principals ofSecondary Schools in Benin Metropolis principal uses elders in the local community in tackling problems of indiscipline. The responses of the principals gave an acceptable decision means of 3.11. In the case of the other two groups of respondent (vice-principals and teachers) the decision means of was found to be2.89 and 2.89 respectively hence they were rejected. To find out if the principals of Secondary Schools in the Benin Metropolis use their position to get accommodation for staff in the local community was what item 10 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 3.08, 3.27 and 3.01 respectively and all decision means were accepted.

4.2.8Responses toResearch Question 8

What is the impact of the role performance of principals on maintenance of facilities in secondary schools in Benin Metropolis? This research question was responded to using responses to questionnaire section I item numbers 1-10 as indicated in Table 11 below. Table 11 reveals the views of principals, vice-principals and teachers on the role performance of principals on maintenance of facilities in Secondary Schools in Benin Metropolis. For item 1, it was to find out if principals of Secondary Schools in the Benin Metropolis ensure that teaching facilities are well maintained. The decision means gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were 4.56, 4.52 and 4.41 respectively and were all accepted.

Table 11: Views of principals, vice-principals and teachers on the role performance of principals on maintenance of facilities in Secondary Schools in Benin Metropolis

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	S.D
1.	The principal ensures that teaching facilities are well maintained.	Principals	9	6	1	-	-	4.56	0.562
		Vice-Principals	16	13	1	1	-	4.52	0.562
		Teachers	145	145	9	7		14.41	0.755
2.	The principal ensures that learning facilities are well maintained.	Principals	9	6	1	-	-	4.57	0.530
		Vice-Principals	16	13	1	1	-	4.48	0.590
		Teachers	142	151	8	3	3	4.42	0.774
3.	The principal ensures that sport facilities are well maintained.	Principals	7	7	1	1	-	4.29	0.705
		Vice-Principals	12	16	2	1	-	4.29	0.716
		Teachers	118	149	28	8	5	4.22	0.878
4.	The principal ensures that health and recreational facilities are well maintained.	Principals	7	7	1	1	-	4.38	0.923
		Vice-Principals	13	14	3	1	-	4.29	0.714
		Teachers	111	149	29	9	5	4.25	1.046
5.	The principal ensures that water facilities are well maintained.	Principals	8	7	1	-	-	4.35	0.722
		Vice-Principals	13	15	2	-	1	4.29	0.747
		Teachers	107	152	27	16	5	4.12	0.912
6.	The principal ensures that light facilities are well maintained.	Principals	7	7	1	1	-	4.29	0.750
		Vice-Principals	13	15	2	1	-	4.31	0.899
		Teachers	107	142	36	13	9	4.09	1.032
7.	The principal ensures that staff quarters are well maintained.	Principals	4	5	6	1	-	3.97	1.270
		Vice-Principals	9	12	8	1	1	4.00	1.252
		Teachers	76	105	88	21	13	3.78	1.242
8.	The principal ensures that food facilities are well maintained.	Principals	5	5	4	1	1	4.06	1.318
		Vice-Principals	9	15	6	-	1	4.00	0.921
		Teachers.	79	125	70	18	9	3.94	1.272
9.	The principal ensures that transport facilities are well maintained.	Principals	5	7	4	-	-	4.06	1.014
		Vice-Principals	9	10	8	1	1	4.08	1.306
		Teachers	78	116	72	23	8	3.95	1.375
10.	The principal ensures that materials for scheme of work and other essential records are well maintained.	Principals	9	6	1	-	-	4.54	0.563
		Vice-Principals	17	13	1	1	-	4.47	0.701
		Teachers	159	134	6	7	2	4.44	0.749
								4.25	**0.893**

Item 2, was to show if principals of Secondary Schools in the Benin Metropolis ensure that learning facilities are well maintained. The decision means 4.57, 4.48 and 4.42 of the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted. To find out if the principals of Secondary Schools in the Benin Metropolisensure that sport facilities are well maintained was what item 3 set out to achieve. The decision means of the responses gotten from the three groups of respondents (principals, vice-principals and teachers) were 4.29, 4.29 and 4.22 respectively and all decision means were accepted. Item 4 was to know if principals of Secondary Schools in the Benin Metropolisensure that health and recreational facilities are well maintained. The decision means of the three groups of respondents (principals, vice-principals and teachers) were found to be 4.38, 4.29 and 4.25 and were all accepted. Item 5 was to find out if principals ensure that water facilities are well maintained in Secondary Schools in the Benin Metropolis. All decision means were accepted as they were found to be 4.35, 4.29 and 4.12 respectively from the responses of the three groups of respondents (principals, vice-principals and teachers). Item 6 also tries to show whether principals ensure that light facilities are well maintained in Secondary Schools in Benin Metropolis. The responses of all three groups of respondents (principals, vice-principals and teachers) all gave acceptable decision means of 4.29, 4.31 and 4.09 respectively. Item 7 tries to show whether principals ensure that staff quarters are well maintained in Secondary Schools in the Benin Metropolis. From the responses of the respondents, the decision mean of all three groups of respondents (principals, vice-principals and teachers) were all accepted with their mean score of 3.97, 4.00 and 3.78 respectively. In item 8, the decision means of all three groups of respondents (principals,

vice-principals and teachers) were found to be 4.06, 4.00 and 3.94 respectively and were subsequently accepted. This item set out to show if principals of Secondary Schools in the Benin Metropolisensure that food facilities are well maintained. Item 9 was also to know if the principals ensure that transport facilities are well maintained in Secondary Schools in the Benin Metropolis. The decision means for all groups of respondents (principals, vice-principals and teachers) were 4.06, 4.08 and 3.95 and were subsequently accepted. In item 10, the aim was to find out if principals of Secondary Schools in the Benin Metropolisensure that materials for scheme of work and other essential records are well maintained. The decision means of 4.54, 4.47 and 4.44 respectively gotten from the responses of the three groups of respondents (principals, vice-principals and teachers) were all accepted.

4.3 Hypotheses Testing

In this section, all results and outcomes of the null hypotheses raised and tested in line with the objectives of this study will be summarized and presented. Data obtained as responses from respondents (Principals, Vice-principals and Teachers) of secondary schools in Benin Metropolis who responded to specific questions in the Questionnaire on Role Performance of Secondary School Principals (QRPSSP) was tested. This test of hypotheses was carried using one way Analysis of Variance (ANOVA). This was determined at 0.05 percent level of significance and statistical package for social science (S.P.S.S) was used to analyze the data. In all, eight hypotheses were tested and the acceptability or rejection of the Null hypothesis was determined by comparing the f. ratio against f critical value of (3.07).

4.3.1 **Null Hypothesis 1:** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals in interpersonal relationship in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals in Interpersonal Relationshipamongst teaching and non-teaching staff as well as students in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 12;

Table 12: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals in Interpersonal Relationship in Secondary Schools in Benin Metropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	32.120	2	16.060	1.397	.248	3.07
Within group	7208.522	354	11.497			
Total	7240.641	356				

Table 12 above shows, F-ratio value (1.397) at 2 df 354 and at the level 0.05. the critical value (3.07) is greater than F.ratio values (1.397), the probability level of significance p (.248) is greater than 0.05 this means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals in interpersonal relationship in secondary schools in Benin Metropolis. Therefore, the null hypothesis is retained.

4.3.2 **Null Hypothesis 2:** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on decision making process in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals on Decision Making Process in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 13;

Table 13: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals on Decision Making Processin Secondary Schools in Benin Metropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	9.313	2	4.657	.097	.907	3.07
Within group	30059.029	354	47.941			
Total	30068.343	356				

Table 13 above shows, F-ratio value (.097) at 2 df 354 and at the level 0.05 the critical value (3.07) is greater than F.ratio values (.097), the probability level of significance p (.907) is greater than 0.05. This means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals in decision making process in secondary schools in Benin metropolis. Therefore, the null hypothesis is retained.

4.3.3 **Null Hypothesis 3:** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on communication in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals inCommunication in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 14;

Table 14: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals in Communicationin Secondary Schools in BeninMetropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	674.432	2	337.216	6.064	.002	3.07
Within group	34864.553	354	55.605			
Total	35538.986	356				

Table 14 above shows, F-ratio value (6.064) at 2 df 354 and at the level 0.05 the critical value (3.07) is less than F.ratio values (6.064). The probability level of significance p(.002) is less than 0.05. This means that there is significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on communication in secondary schools in Benin Metropolis. Therefore, the null hypothesis is rejected.

Table 15: Result of the Scheffe Post-Hoc test on the mean score by the respondents on the role performance of principals on communication in secondary schools in Benin Metropolis

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
Principal	Vice-Principal	-2.17460	1.15062	.168
	Teacher	.44671	1.00435	.906
Vice-Principal	Principal	2.17460	1.15062	.168
	Teacher	2.62132*	.75326	.002
Teacher	Principal	-.44671	1.00435	.906
	Vice-Principal	-2.62132*	.75326	.002

*The mean difference is significant at 0.05 level.

The result of the Scheffe Post-Hoc test indicated that the observed significant difference was between the opinion of Vice-Principals and Teachers. There was no significant difference between the opinion of Principals and Vice-Principals. There was also no significant difference between the opinion of principals and teachers.

4.3.4 Null Hypothesis 4: There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on instructional supervision in secondary schools in BeninMetropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals in Instructional Supervision in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 15;

Table 16: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals inInstructional Supervisionin Secondary Schools in BeninMetropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	261.439	2	130.720	4.115	.017	3.07
Within group	19917.146	354	31.766			
Total	20178.586	356				

Table 15 above shows, F-ratio value (4.115) at 2 df 354 and at the level 0.05 the critical value (3.07) is less than F.ratio values (4.115), the probability level of significance p(.017) is less than 0.05. This means that there is significant difference in the opinions of principals, vice principals and teachers on the role performance of principals in instructional supervision in secondary schools in Benin Metropolis. Therefore, the null hypothesis is rejected.

Table 17: Result of the Scheffe test on the mean score by the respondents on the Role Performance of Principals in Instructional Supervision in Secondary Schools in Benin Metropolis.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
Principal	Vice-Principal	.64286	.86967	.761
	Teacher	1.78685*	.75911	.036
Vice-Principal	Principal	-.64286	.86967	.761
	Teacher	1.14399	.56933	.134
Teacher	Principal	-1.78685*	.75911	.036
	Vice-Principal	-1.14399	.56933	.134

*The mean difference is significant at 0.05 level.

The result of the Scheffe Post-Hoc test indicated that the observed significant difference was between the opinion of Principals and Teachers. There was no significant difference between the opinion of Principals and Vice-Principals. There was also no significant difference between the opinion of Vice-Principals and Teachers.

4.3.5 Null Hypothesis 5: There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on staff developmentin secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals inStaff Development in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 16;

Table 18: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals in Staff Developmentin Secondary Schools in BeninMetropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	2.938	2	1.469	.029	.972	3.07
Within group	32040.689	354	51.102			
Total	32043.627	356				

Table 16 above shows, F-ratio value (.029) at 2 df 354 and at the level 0.05 the critical value (3.07) is greater than F.ratio values (.029), the probability level of significance p(.972) is greater than 0.05. This means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals in staff developmentin secondary schools in Benin Metropolis. Therefore, the null hypothesis is retained.

4.3.6 **Null Hypothesis 6:** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of discipline in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals on Maintenance of Discipline in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 17;

Table 19: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals on Maintenance of Disciplinein Secondary Schools in Benin Metropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	62.376	2	31.188	.866	.421	3.07
Within group	22570.285	354	35.997			
Total	22632.660	356				

Table 17 above shows, F-ratio value (.866) at 2 df 354 and at the level 0.05 the critical value (3.07) is greater than F.ratio values (.866), the probability level of significance p(.421) is greater than 0.05. This means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of discipline in secondary schools in Benin metropolis. Therefore, the null hypothesis is retained.

4.3.7 **Null Hypothesis 7:** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on school community relationship in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals in SchoolCommunity Relationship in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 18;

Table 20: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals in SchoolCommunity Relationshipin Secondary Schools in Benin Metropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	130.506	2	65.253	.558	.573	3.07
Within group	73336.892	354	116.965			
Total	73467.398	356				

Table 18 above shows, F-ratio value (.558) at 2 df 354 and at the level 0.05 the critical value (3.07) is greater than F.ratio values (.558), the probability level of significance p(.573) is greater than 0.05. This means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals inschool community relationship in secondary schools in Benin Metropolis. Therefore, the null hypothesis is retained.

4.3.8 **Null Hypothesis 8** There is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of facilities in secondary schools in Benin Metropolis.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significant difference in the opinion of Principals, Vice-Principals and Teachers on the Role Performance of Principals on maintenance of facilities in Secondary Schools in Benin Metropolis. The summary of the result is as shown in table 19;

Table 21: Summary of Analysis of Variance (ANOVA) on the opinion of Principals, Vice Principals and Teachers the on Role Performance of Principals on maintenance of facilitiesin Secondary Schools in Benin Metropolis

Status	Sum of Square	Df	mean square	F	prob.	F.critical
Between group	201.548	2	100.774	2.139	.119	3.07
Within group	29543.260	354	47.118			
Total	73467.398	356				

Table 19 above shows, F-ratio value (2.139) at 2 df 354 and at the level 0.05 the critical value (3.07) is greater than F.ratio values (2.139), the probability level of significance p(.119) is greater than 0.05. This means that there is no significant difference in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of facilities in secondary schools in Benin Metropolis. Therefore, the null hypothesis is retained.

4.4 Summary of the Eight Null Hypotheses tested for the study.

The table below shows the summary of theEight Null Hypotheses tested for the study;

Table 22: Summary of Eight Null Hypotheses tested using Analysis of Variance (ANOVA) at 0.05 level of significance.

S/N	Hypotheses Statements	Statistical Test	Result	Level of Significance	Decision
1	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in interpersonal relationships amongst teaching and non-teaching staff as well as students in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .248 is greater than 0.05	0.05	Accepted
2	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in decision making in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .907 is greater than 0.05	0.05	Accepted
3	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in communication in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .002 is less than 0.05	0.05	Rejected
4	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in instructional supervision in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .017 is less than 0.05	0.05	Rejected
5	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in staff development in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .972 is greater than 0.05	0.05	Accepted
6	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in maintenance of discipline in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .421 is greater than 0.05	0.05	Accepted
7	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in school-community relationships in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .573 is greater than 0.05	0.05	Accepted
8	There is no significant difference in the opinion of principals, vice-principals and teachers on the role performance of principals in the maintenance of facilities in secondary schools in Benin Metropolis.	ANOVA	The observed level of significance p .119 is greater than 0.05	0.05	Accepted

4.5 Summary ofMajor Findings

The study revealed that;

1. There was no major disagreement in the opinions of principals, vice principals and teachers on the role performance of principalsin interpersonal relationships amongst teaching and non-teaching staff as well as students in secondary schools in Benin metropolis;
2. There was no major disagreement in the opinions of principals, vice principals and teachers on the role performance of principalsin decision making process in secondary schools in Benin metropolis;
3. There was a major disagreement in the opinions of principals, vice principals and teachers on the role performance of principals on communication in secondary schools in Benin Metropolis;
4. There was a majordisagreementin the opinions of principals, vice principals and teachers on the role performance of principals in instructional supervision in secondary schools in Benin Metropolis;
5. There wasno major disagreement in the opinions of principals, vice principals and teachers on the role performance of principals in staff developmentin secondary schools in Benin Metropolis;
6. There wasno major disagreement in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of discipline in secondary schools in Benin metropolis;

7. There wasno major disagreement in the opinions of principals, vice principals and teachers on the role performance of principals inschool community relationship in secondary schools in Benin Metropolis; and

8. There was no major disagreement in the opinions of principals, vice principals and teachers on the role performance of principals on maintenance of facilities in secondary schools in Benin Metropolis.

4.6Discussions of the Findings

This study was able to establish the fact that:

There is good interpersonal relationship between the principals and among other stakeholders in secondary schools in Benin Metropolis. This is in line with Yadessa, (2014) in a study to assess the school climate and leadership practices of school principals in four selected secondary schools of eastern Hararghe Zone Ethiopia. The major finding of the study was that there was better relationship among teachers and in teachers-students relationships.

The principals involved teachers, parents, community and other relevant stakeholders in the decision making process in secondary schools in Benin Metropolis. This is in line with Omobude (2012) in a study that investigated the influence of teachers' participation in Decision Making on their job performances in secondary schools in Oredo Local Government Area. The study observed that teachers in private secondary schools participate more in decision making than teachers in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching staff.

The principals of secondary schools were not doing well in the area ofcommunication in secondary schools in Benin Metropolis. This is partly in line with Mudlaeh (2010) in a study to examine principal's effectiveness and its relationship with the school climate in Islamic-private secondary schools, Satun, Southern Thailand found out that both rural and the urban teachers perceived their principals positively toward effective school climate in the following dimensions of "supportive principal behaviour," "directive principal behaviour," "engaged teacher behaviour" and "intimate teacher behaviour" except "frustrated teacher behaviour" dimension. Also Pertaining to the principals' communication competence, they perceive their principals' competence in communication positively as indicated in the dimensions of displaying how well their principals express their ideas and how well they are listening. Both teachers from the selected rural and urban Islamic-private secondary schools perceived their principals differently in terms of displaying supportive behaviour and how well the principals express their ideas. The rural teachers perceived their principals positively in terms of displaying supportive behaviour and competence, meanwhile the urban teachers perceived their principals negatively in terms of displaying supportive behaviour and communication competence.

The school principals were not doing well in the area of classroom instructional supervision in secondary schools in Benin Metropolis. This is in line with Daluba(2013) in a study of an evaluation of principals' supervisory and motivational roles on secondary school agricultural science instruction in Kogi State which revealed that principals were ineffective in performing their supervisory roles. This was also in line with Nwite(2015) in a study on principals' management support practices for enhancing teachers'

performance in secondary schools in Ebonyi state Nigeria which revealed that most school principals lacked supervisory skills and as a result entrusted academic supervision in the hands of external supervisors. This study was partly in line with Ayeni (2012) in a study of assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo state, Nigeria. The study revealed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools.

The principals did all that is needed in staff development to enable teachers develop themselves professionally in secondary schools in Benin Metropolis. This study is partly in line with Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state which revealed that principals were moderately effective in staff personnel administration. The findings of this study negates Oboegbulem (2013) on the study of the constraints to administrative leadership role of secondary school principals in Owerri education zone of Imo state which revealed that inadequate funds for organizing seminars and worships, poor condition of service for teachers, poor teacher development plan were the constraints to the administrative leadership roles, of the principals. It also negates Olaleye (2013) in a study on improving teacher performance competency through effective human resource practices in Ekiti State secondary schools that found out those newly recruited teachers were not mentored by experienced teachers. And also Onuma (2015) in a study on principals' management support practices for enhancing teachers' performance in

secondary schools in Ebonyi state Nigeria which revealed that most principals felt reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher degree from principals for fear of victimization.

The principals were well disciplined and also instill same on staff and students in secondary schools in Benin Metropolis.This is in line with Oghuvbu& Okoro (2007) in a study on an assessment of secondary school administration: the Communities Perspectives which revealed that, secondary school principals and teachers are dedicated to duty. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty and students disciplines. But negates Ali, Dada, Isiaka& Salmon (2014) in a study on types, causes and management of indiscipline acts among secondary school students in Shomolu local government area of Lagos State that revealed that various acts of indiscipline were prevalent among secondary school students. It also revealed that reduction strategies employed by various schools are not effective.

The principals were doing well in the area of school-community relationships in secondary schools in Benin Metropolis. This is in line with Ajayi, Ekundayo & Arogundade (2009) in a study of parents' involvement in school administration as a correlate of effectiveness of secondary schools in South-West Nigeria which revealed that parents were much involved in the administration of secondary schools in Nigeria. And also in line with Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state that revealed that principals were effective in school-community relations. This study is also in line with Oghuvbu& Okoro (2007) in a study on an assessment of secondary school

administration: The Communities Perspectives which revealed that, secondary school principals and teachers were dedicated to their duties. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty, contribution toward community development and involvement in community activities in secondary schools in Nigeria.

The principals were doing well in the area of facility management in secondary schools in Benin Metropolis.This negatesAsiyai, (2012) in a study that investigated school facilitates in public secondary schools in Delta State which revealed that school facilities in the schools are generally in a state of disrepair. The study also revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities. It also negates Nkwoh (2011), in an analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state that revealed that principals were not effective in school plants management. Oboegbulem (2013) studied the constraints to administrative leadership role of secondary school principals in Owerri education zone of Imo state.The study revealed that inadequate funds to procure facilities and equipment among others were the constraints to the administrative leadership roles of the principals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1Introduction

This chapter presents the general summary of this study, the drawn conclusions, implications of the study and finally give necessary recommendations and suggestion for further studies.

5.2Summary

This study assessed the role performance of principals in secondary schools in Benin Metropolis. Chapter one of this study introduced the research work under the following sub-headings; background to the study,objectives of the study, statement of the problem, research questions, research hypotheses, basic assumptions, significance of the study and scope and delimitations of the study. In this chapter, eight objectives, research questions and hypotheses respectively were formulated for considerations.

Chapter two of this study took a brief look at the theoretical framework on which this research study is built upon. The chapter went on to pay major attention on reviewing related literature relevant to this research study by citing relevant statement by authorities. Finally in this chapter, a brief look on the empirical study of the research was done.

Chapter three of this study took a look at the methodology used in this research study. Descriptive survey research design was employed in the study comprising of a sample population of16 principals, 31 vice-principals and 310 teachers. The instrument used in the study was a questionnaire tagged Questionnaire on Assessment of Role Performance of Principals in Secondary Schools (QARPPSS) designed alongside Likert

five point rating scale. The data analysis was carried out using One Way Analysis of Variance (ANOVA) for the null hypotheses stated in chapter one of the study at 0.05 alpha level of significance and descriptive statistics for the research questions and the respondents' personal data.

In chapter four of this study, data analysis was presented in tables such tables were discussed accordingly. This chapter thereafter tested the hypotheses stated in chapter one of this study and the tested hypotheses were discussed. Out of the eight null hypotheses six were accepted while two were rejected. These were compared to studies previously carried out by other scholars.

In conclusion, this research study found out that the principals of secondary schools in Benin Metropolis do not posses good communication ability and do not carry out proper classroom instructional supervision of the teachers in the teaching and learning process. But on a positive note, it was found out that in secondary schools in Benin Metropolis, there is good interpersonal relationship between the principals and other stakeholders and that the principals involves teachers, parents, community and other relevant stakeholders in the decision making process in secondary schools. Also, it was found out that the principals do all that is needed in staff development to enable teachers develop themselves professionally and that the principals are well disciplined and also instill same on staff and students in secondary schools in Benin Metropolis. Finally, it was found out that the principals of secondary schools in Benin Metropolis are doing well in the area of school-community relationships and in the area of facility management.

5.3 Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The principals of secondary schools did not posses good communication ability in secondary schools in Benin Metropolis.

2. The school principals did not carry out proper classroom instructional supervision of the teachers in the teaching and learning process in secondary schools in Benin Metropolis.

5.4Recommendations

On the basis of findings, the following recommendations were made;

1. Efforts should be doubled by the principals and educational administrators in the state to sustain and improve on the existing level of performance in the area of interpersonal relationship between the principals and among other stakeholders in secondary schools in Benin Metropolis.

2. Secondary school principals in Benin Metropolis should continuously make wide consultations among teachers, parents, community and other relevant stakeholders before taking decision.

3. State ministry of education is to liaise with school owners and other stakeholders to organize seminars and workshops on communication for principals during school long vacation. This is to educate principals on the need to disseminate information within and outside the school community alongside how and when to use circulars, bulletin boards etc.

4. Educational administrators in collaboration with the state ministry of education should organize seminars, workshops, refresher courses and in-service training to educate the secondary school principals on current and modern

techniques of managing and improving on their instructional supervisionabilities in the school system.

5. The principals should keep encouraging both teaching and non-teaching staff to attend staff development seminars, workshops etc to enable them develop themselves professionally and sustain existing level of staff competencies.

6. Written rules and regulations alongside offences and punishments to serve as minimum standard for behavior should be published by the state ministry of education and handed over to principals, parents and other stakeholders in all school. This will also serve as a guideline to manage problem of indiscipline in schools and help sustain and improve upon the current level of discipline.

7. The principals should continuously involve and invite community members and leaders to certain relevant school activities as deem necessary. This is to help sustain and create a more robust school-community relationship in secondary schools in Benin Metropolis.

8. State ministry of education need to liaise with school owners and other stakeholders to organize seminars and workshops for principals on cheaper effective methods of managing facility. This will help sustain and improve on the observed good level of facility management.

5.5 Suggestions for Further Studies

It is suggested that further study be carried out in the following areas:

1. This study should be extended to other areas in Edo state to compare, support, confirm or disapprove the findings in this study.

2. Further research should be carried out using other methods or instruments of research like structured observation, interview to confirm or negate the findings of this study.

3. Studies should be carried out on “the age,sex, educational qualification of the principal and its impact on the role performance of principals in secondary schools” not only in the three local government areas covered by this study but Edo state and Nigeria at large.

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QUESTIONAIRE ON ASSESSMENT OF ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS IN BENIN METROPOLIS, EDO STATE, NIGERIA.

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
4TH March, 2016.

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY.

This study is being conducted by a Postgraduate student of the Ahmadu Bello University Zaria pursing a Masters degree in Educational Administration and Planning. The purpose of this questionnaire is to obtain your opinions and views as participants, beneficiaries and stakeholders on Assessment of Role Performance of Principals in Secondary Schools in Benin Metropolis, Edo State, Nigeria.

Please be assured that the data you will provide will be confidential. It is for research purpose only. Thank you for your cooperation.

Yours faithfully,

ONI Ehigbor Cyril

QUESTIONAIRE ON ASSESSMENT OF ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS

Tick in the appropriate box that relates to you.

Section A: Bio-Data

1. Status
a. Principal [ ]
b. Vice-Principal [ ]
c. Teacher [ ]
d. Official of M.O.E/Proprietor [ ]

2. Gender
a. Male [ ]
b. Female [ ]

3. Ownership of School
a. Private [ ]
b. Public [ ]

4. Type of School
a. Day School [ ]
b. Boarding [ ]
c. Boarding/Day [ ]

5. Location of School
a. Rural [ ]
b. Urban [ ]

Tick in the appropriate column that relates to your opinion.

Section B: Role performance of principals on Interpersonal Relationship in Secondary Schools.

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal in my school interacts with his/her subordinates freely.					
2.	The principal encourages teachers to work in harmony					
3.	The principal encourages teachers to have good interpersonal relationship with students					
4.	The principal in my school emphasize on peaceful coexistence among students					
5.	The principal's leadership role leads to good relationship between school and local community					
6.	The principal is not at logger heads with staff in my school					
7.	The principal's ability to relate well with teachers makes them engage in extracurricular activities in the school					
8.	The principal relates well with his/her vice principals in my school.					
9.	Officials of MOE/Board of directors see the principal as a humble person					
10.	The PTA officials have good interpersonal relationship with the principal					

SECTION C: Role performances of principals on decision making process in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11.	The principal involves teachers in decision making process on issues that affect them					
12.	The principal involves non-teaching staff in decision making process on issues that affect them					
13.	The students take part on decision making process in my school					
14.	PTA takes part on the decision making of my school					
15.	Members of the local community take part in the decision making process in my school					
16.	The principal does not allow influence peddling to make him/her change the decisions agreed upon at meetings					
17.	The principal communicates to the ministry of education/proprietor on the decisions made during meetings					
18.	The principal welcomes ideas during staff meeting					
19.	Most of the times the principal takes decisions Unilaterally					
20.	Most teachers in my school engage in school activities because they are involved in decision making process on issues that affect them					

SECTION D: Role performance of principals on communication in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.	The principal communicates to staff and students on matters that affect the school through circulars					
22.	The principal communicates to staff and students on matters that affect the school through Bulletin Boards					
23.	The principal briefs members of staff before morning assemblies					
24.	The principal communicate to members of staff development from the ministry of education/board of directors					
25.	The principal communicate to school community development from local community					
26.	The principal allows free flow of information from bottom to top					
27.	The principal allows free flow of information from top to bottom					
28.	The principal has good selection of words in communicating to staff and students					
29.	The principal makes objective evaluation for staff during the annual performance evaluation					
30.	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school					

SECTION E: Role performance of principals on supervision in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31.	The principal goes round classrooms every day to ensure instructions are taking place					
32.	The principal ensures that teachers make entries in the scheme of work every week					
33.	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.					
34.	The principal ensures that teachers only teach areas they specialized					
35.	The principal ensures that teachers are not overloaded with work					
36.	The principal does encourage experienced teachers to mentor the inexperienced ones					
37.	The principal ensures that HODs mentor the new staff posted to their departments.					
38.	The principal ensures that teachers do not miss their classes					
39.	The principal ensures that students are not outside classes for no reason					
40.	The principal care about orientation for newly recruited teachers before they start work					

SECTION F: Role performance of principals on staff development in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.	The principal recommends teachers who are qualified for in-service training in my school					
42.	The principal encourages and supports teachers to attend conferences					
43.	The principal encourages and supports teachers to attend workshops					
44.	The principal encourages and supports teachers to attend seminars					
45.	The principal encourages and supports teachers to attend symposia					
46.	The principal encourages and support the experienced teachers to mentor the inexperienced ones					
47.	The principal encourages and support orientation for newly recruited teachers in the school					
48.	The principal encourages and support non-academic staff to go for in-service training					
49.	The principal encourages and support non-academic staff to go for conferences					
50.	The principal encourages and support non-academic staff to go for workshops and seminars					

SECTION G: Role performance of principals on maintenance of discipline in Secondary Schools

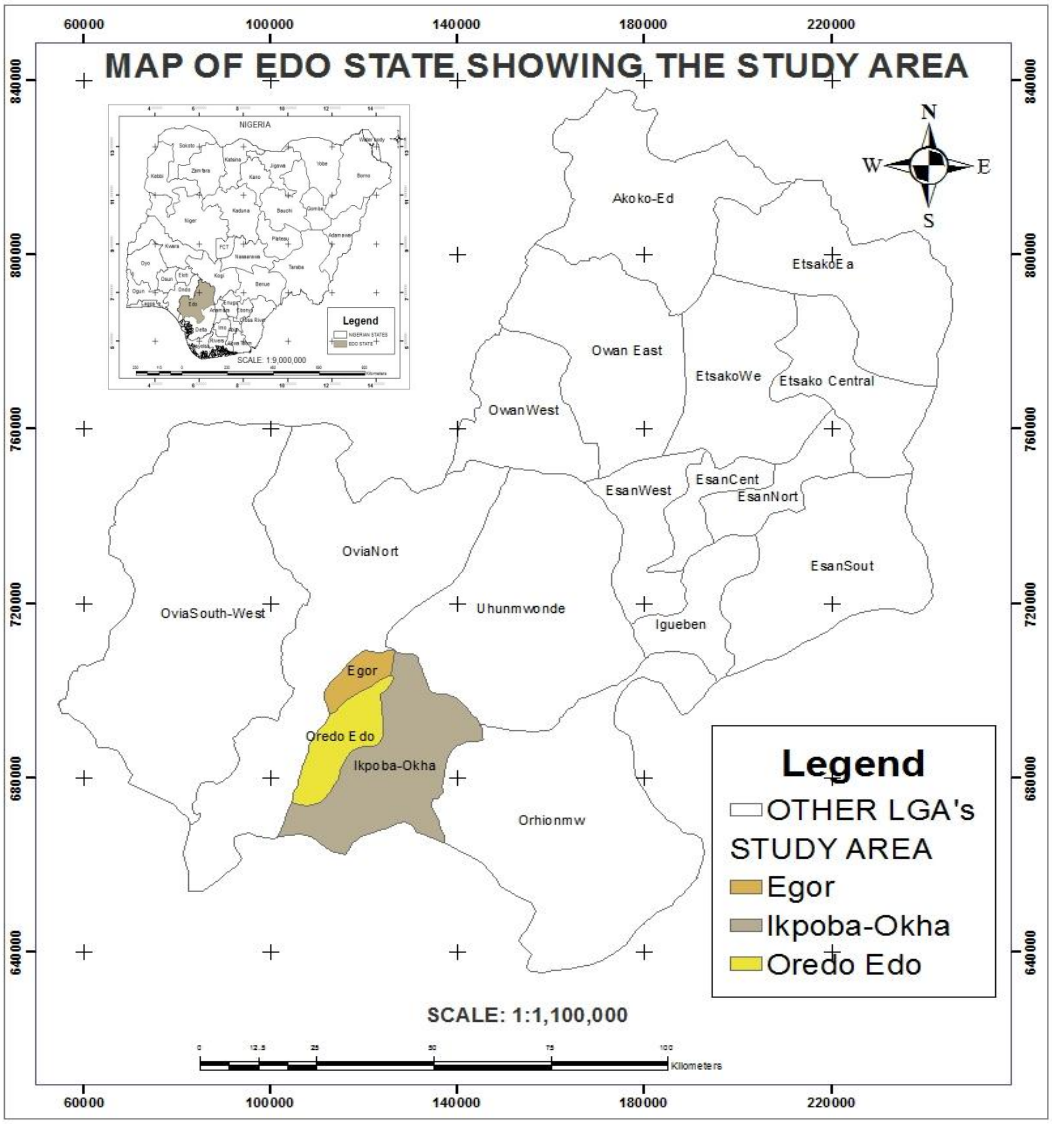
S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51.	The principal is disciplined as such he/her has the right to discipline others					
52.	The principal is capable to discipline teachers in my school					
53.	The principal is capable to discipline students in my school					
54.	The principal is capable to discipline non-academic staff in my school					
55.	The principal allows free interaction between teachers and students					
56.	The principal allows free interaction between non-academic staff and students					
57.	The principal allows free movement of members of the local community in the school premises					
58.	The principal allows staff on duty to discipline erring students					
59.	The principal carry cut management of discipline alone in my school					
60.	The principal disciplines staff and students irrespective of influence peddling					

SECTION H: Role performance of principals on school community relationship in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
61.	The principal ensures that school uses people from local community to give talks to students on religious issues					
62.	The principal ensures that people from local community are made to give talks on health issues					
63.	The principal invites the local community to witness school programmes/events					
64.	The principal allows members of the local community to share school facilities such as water and football field					
65.	The principal attends ceremonies of the local community to cement good relationship between school and local community					
66.	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community					
67.	The principal ensures that preference is given to the local community during admission exercise					
68.	The principal ensures that consumables and other essential items for staff and students are purchased fromthe local community					
69.	The principal uses elders in the local community in tackling problems of indiscipline					
70.	The principal uses his position to get accommodation for staff in the local community					

SECTION I: Role performance of principals on maintenance of facilities in Secondary Schools

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
71.	The principal ensures that teaching facilities are well maintained					
72.	The principal ensures that learning facilities are well maintained					
73.	The principal ensures that sport facilities are well Maintained					
74.	The principal ensures that health and recreational facilities are well maintained					
75.	The principal ensures that water facilities are well maintained					
76.	The principal ensures that light facilities are well Maintained					
77.	The principal ensures that staff .quarters are well maintained					
78.	The principal ensures that food facilities are well maintained					
79.	The principal ensures that transport facilities are v/ell maintained					
80.	The principal ensures that materials for scheme of work and other essential records are well maintained.					



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Inset: Map of Nigeria Showing Edo State.